



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

**TOPIC:**

**“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR  
THE SEVENTH BASIC YEAR STUDENTS AT E.G.B.  
PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA  
ELENA, SANTA ELENA PROVINCE, 2015-2016”**

**RESEARCH PAPER**

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

**AUTHOR:**

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**LA LIBERTAD – ECUADOR**

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

**TEMA:**

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PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA  
ELENA, SANTA ELENA PROVINCE, 2015-2016”**

**TRABAJO DE TITULACIÓN**

**Como un pre-Requisito para obtener el título de:  
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**2016**

La Libertad, March 10<sup>th</sup> 2016

**ADVISOR' S APPROVAL**

In my role as advisor of the research paper under the title **“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT E.G.B. PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”** prepared by **JOSÉ ANTONIO CARVAJAL VILLÓN** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

  
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Advisor

## STATEMENT OF AUTHORSHIP

I, **JOSÉ ANTONIO CARVAJAL VILLÓN**, with ID number 240001015-9, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT E.G.B. PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

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## **DEDICATION**

This thesis work is dedicated with so much love and gratitude to my parents, Luis and Pascuala, who have been the biggest source of support and motivation to me during my entire personal and academic life. This work is also dedicated to other important relatives, such as, my grandparents, my sister, my nephew and niece.

Moreover, it is important to mention that this work is dedicated to all my classmates, with whom I have shared almost five years full of special moments, combined with good and bad experiences, but that made stronger our friendship.

**José**

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**José**

## **DECLARATION**

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

---

José Antonio Carvajal Villón

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**TOPIC:**

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**ABSTRACT**

Vocabulary is considered as an essential part in the learning process of any language, and the English language is not the exception. Words are the basis for the production of the language; people need words to speak and write and they also require knowing vocabulary in order to understand what they read or listen. The basis of this investigation is to demonstrate that vocabulary teaching needs to be a dynamic and encouraging process for students. Teachers have to promote the motivation in students for learning vocabulary because it will be used in the activities for practicing and improving the English language learning. Therefore, the application of didactic resources is necessary to guarantee the appropriate vocabulary learning due to their immense educational value. The present work is centered on the significance of the application of foam crafts (didactic material made of foam) in the vocabulary teaching-learning process. Additionally, the purpose of this research is to show other teachers that foam crafts are a didactic option to optimize the vocabulary teaching as it was demonstrated in the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador” during the 2015-2016 school year. It is fundamental to mention that some techniques and instruments, such as, surveys, interviews, observation, questionnaires, and observation guide, were applied in order to collect and present information in a mathematical and statistical way.

**Keywords:** Foam crafts, vocabulary, didactic resources, English language teaching.

## **INTRODUCTION**

Teaching vocabulary to students is not an easy task; teachers need to take into account different aspects that are important for the correct learning of new words. Vocabulary is a primary tool for any language learner. Learners need to know vocabulary because it contributes to the mastering of the four main English skills. Hence, vocabulary is essential to the English language teaching and learning because without vocabulary learners will not be able to speak, write, read nor listen in the target language.

Knowing that vocabulary is of great importance for learners in their English language development, it is relevant to mention that a factor that is closely related to a positive vocabulary learning is the way in which teachers teach new vocabulary. The application of didactic resources is necessary for providing students opportunities to practice, upgrade and increase their English vocabulary knowledge.

The purpose of the present investigative work is to establish the benefits of using foam crafts or didactic material made of foam during the English vocabulary lessons for students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, 2015-2016. Furthermore, students benefit from the application of foam crafts because they promote positive experiences during the vocabulary lessons; being more specific, foam crafts activate the interest for learning, contribute to the cooperative learning, provide an illustration of the vocabulary words, and facilitates the comprehension.

For the elaboration of this investigation, it was divided into five chapters which are mentioned and described below:

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

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

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

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

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

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 TITLE**

**“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”**

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

##### **1.2.1 Context**

As a consequence of globalization, diversification, and progress of many nations, the acquisition of a second language is becoming more and more significant for the life of people who want to succeed in different areas, such as, social, political, business, academic, or even personal. At the moment of selecting which language to learn, English is the best option because some countries in Europe have adopted it as their second official language. Therefore, people are studying this language in order to achieve their future goals. English, like all languages, is constantly changing in terms of importance.

There are several reasons why to learn English; it is the most common spoken language when people from various countries get together for conferences, lectures, seminars, etc. In sciences and technology, English is the accepted language used throughout the world, this language opens up many opportunities for jobs no matter what nationality, race, sex or religion a person comes from and sometimes the most famous television shows and series comes in English

achieving world-wide audiences so that increases the necessity of learning English.

Ecuador is a country where people have the need of learning English due to the great number of visits of English-speaking tourists. The way of getting Ecuadorians to have a second language is improving the teaching of this language. Therefore, the Government of Ecuador has undertaken far-reaching, concrete actions to improve the quality of education in the country. And one of the aspects that the Ecuadorian authorities in Education want to improve is the English language teaching in order to provide students the opportunity of attending and succeeding in universities all over the world.

Education in the Santa Elena province is improving gradually in different areas every day and English teaching is not the exception. Unfortunately, Public institutions do not include English in their curriculum, but Private schools do. They want their educators to enhance their teaching methods and techniques; that is why teachers need to refresh the way of giving their classes by including engaging strategies and materials in order to offer students better learning opportunities.

Escuela de Educación Básica Particular Católica “Jesús el Salvador” from Santa Elena is updating the way of teaching English to its students. Recently, this institution has implemented a web site where teachers can send homework or add useful information about the classes. Another proof of educational improvements is the diverse Open Houses which main purpose is to share with the rest of teachers, parents, and more people what they have learnt in a certain period of time. In the English area, the school organizes the English Songs Festival where students demonstrate their talent at singing English songs. However, the lack of didactic resources for teaching and practicing new vocabulary is an aspect that negatively affects the English language learning process and the academic

development of students in the English language field because their poor target vocabulary knowledge. Additionally, it is important to point out that the non-use of any didactic resource promotes classes with a low level of students' motivation and interest for learning the English language.

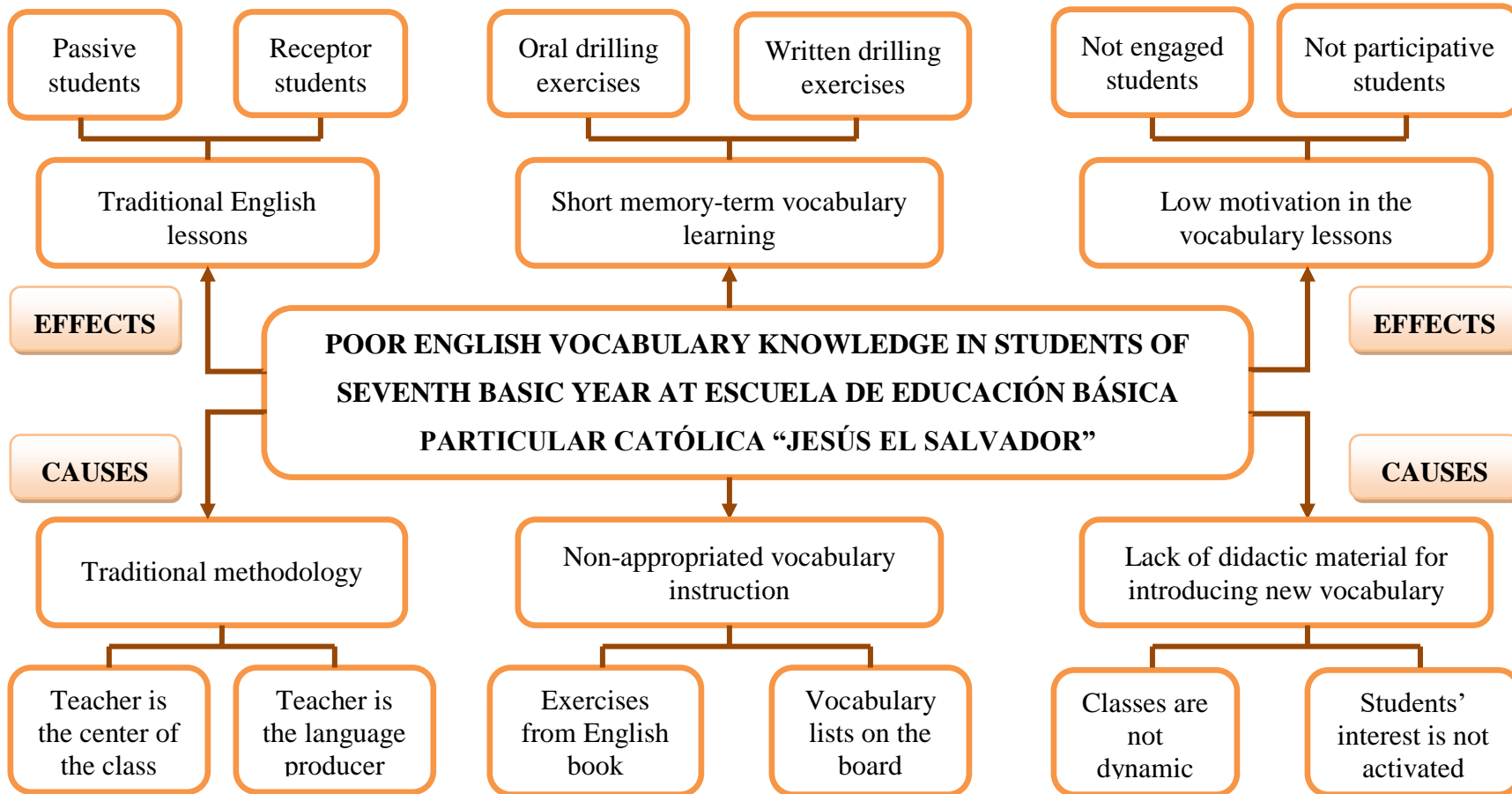
In brief, people need to have English as a foreign language because it supplies many advantages to those who speak it or at least have a little knowledge of it. Due to this and all the reasons mentioned previously, the use of foam crafts for teaching new vocabulary into the English classes is an aspect that all teachers should take into account for the visual engagement of their pupils to the classes. Teachers should also put it in practice as a good technique for teaching vocabulary, which will upgrade the learning process of our students and provide them incentive classes.

### **1.2.2 Critical Analysis**

Learning vocabulary, for some people, seems to be one of the easiest parts at the moment of acquiring a foreign language even though it is one of the hardest things to do. Learning new words, new expressions or new phrases may be a serious problem for students because of their pronunciation, spelling, and meaning and mainly because they do not use them constantly. Vocabulary needs faithful practice and the new English vocabulary teaching has to be done by using didactic resources that make increase the motivation of students for learning English.

Although students of seventh basic year from Escuela de Educación Básica Particular Católica "Jesús el Salvador" have received a considerable number of hours of English language classes during their scholar period, they still have serious problems at the moment of producing the language due to their poor English vocabulary knowledge. There are some reasons that cause the students' poor vocabulary and they have been illustrated in the following problem tree:

**Illustration N° 1: Problem Tree**



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As it was previously illustrated, there are some reasons for the low level of English vocabulary knowledge of students of seventh basic year. One of the reasons that causes the problem is that teachers still apply traditional methodologies in which they are the center of the classes; all the English language lessons are just focused on what teacher says or does, he/she is the only one who produces the language. Therefore, students are solely a passive part in the English language teaching-learning process without participation and opportunities to practice the topics of the classes; they have become receptors of information instead of being the producers.

Furthermore, the non-appropriated instruction of vocabulary affects the acquisition of new words. Unfortunately, teachers do not find interesting ways for helping students in the acquisition of new vocabulary. It is also real that books do not include additional resources or exercises that facilitate the teaching and learning process. That is why, teachers just focus on the English book activities and they do not look for additional and interesting tasks that promote the constant practice of vocabulary. As a consequence of that, students have a short memory-term in the vocabulary learning process because they just write lists of words on their notebooks and do oral and written drilling exercises. Thus, students remember words at the moment of the drilling exercises and then they forget them in other activities.

A different reason for the poor vocabulary knowledge of students is that instructors do not have enough material for introducing new vocabulary. The lack of didactic resources for teaching vocabulary is the reason of classes without dynamism and students are not interested or engaged in the vocabulary instruction. The motivation of students is also affected because, as it is known, the visualization of the vocabulary content catches the attention of any student. Students also learn by watching and being immersed in the teaching process; that is why the lack of teaching and practicing resources provokes that students do not feel attraction to learn vocabulary and do not participate in class.

Escuela de Educación Básica Particular Católica “Jesús el Salvador” is an institution with a good infrastructure and well-trained teachers. This, like all institutions, has the main objective to offer an appropriate education to its children. Even though public schools do not include English as a subject in their curriculums, this private institution has the desire of provide to its scholars a better level of education. Authorities and teachers agree that learning English is a plus for any child’s future life. Thus, the institution is open to receive new ideas in order to update the English teaching and one way to reach this goal is through the use of foam crafts.

Nowadays, there is an immense variety of resources which can be used to make didactic means, such as, wood, carton, plastic, foam, etc. these resources are easily to find, economically accessible for people and even, in most cases, recyclable. Teachers should look for the way of designing and creating their own didactic materials like posters, flashcards, charts, etc. with the purpose of improving the vocabulary learning.

Moreover, it is pretty relevant to show that the use of foam crafts will provide motivation and interest in learners during the English lessons. It will activate the language attainment by including foam crafts to introduce, practice and remember new vocabulary. Through the use of foam crafts, students will be immersed into the class by watching pictures, posters, cards, etc. around the classroom and which main goal is to provide students the opportunity of remembering words that belong to the vocabulary taught.

Therefore, the development of foam crafts attempts to give to the problem of poor vocabulary knowledge of students a didactic solution. The creation of pedagogic material made of foam are pretty useful at learning and remembering new words which are the basis for the future construction of complex structures due to its high level of visual impact.

### **1.2.3 Formulation of the Problem**

What will be the influence of foam crafts to improve the English vocabulary for the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena Province?

### **1.2.4 Guideline Questions**

- What is vocabulary?
- How important is learning vocabulary in an English language course?
- What are the best ways of teaching vocabulary?
- What activities may help second language learners to improve the vocabulary acquisition?
- Why is it important to develop didactic materials for teaching English vocabulary?
- What are the benefits of using foam crafts to enhance the English vocabulary instruction?
- Are foam crafts a good and educative medium to teach, learn, and practice English vocabulary?

### **1.2.5 Delimitation of Research Object**

- **FIELD:** Education

- **AREA:** English
- **ASPECT:** Foam Crafts
- **TITLE:** “FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”
- **PROBLEM:** Poor vocabulary knowledge of students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena Province, 2015-2016.
- **TIME LIMITATION:** The present investigation work will be carried out during the school year 2015-2016.
- **POPULATION LIMITATION:** Seventh basic year students
- **SPACE LIMITATION:** Escuela de Educación Básica Particular Católica “Jesús el Salvador”
- **CONTEXT LIMITATION:** This research will be focused on the importance of using foam crafts to improve English vocabulary.

### 1.3 SIGNIFICANCE

Vocabulary is central to the English language teaching because without sufficient vocabulary students cannot be able to understand others or to express their ideas

or feelings. The acquisition and building of vocabulary is important and teachers need to be aware that students need to be engaged at the moment of introducing new words; words that are going to be used in more difficult structures in the future (sentences, compositions, essays, etc). Therefore, this investigation has a high level of importance. The creation of foam educational crafts for the English classes is vital in the moment of learning new vocabulary because they contribute to the students' knowledge, motivation, and interest.

The use of didactic resources made of foam has many benefits for children, such as, the senses stimulation of students; most students like learning by visualizing the content of the class and foam crafts achieve that goal. Furthermore, foam crafts increase the motivation of students during the vocabulary lessons and they have the possibility to practice vocabulary in an enjoyable environment. Seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador” will benefit from learning vocabulary through dynamic activities and through the visualization of teaching resources made of the material previously mentioned which will illustrate the words they will have to learn at each study unit forgetting the sometimes boring techniques that do not help to achieve the learning goals completely.

From the social point of view, foamy educative materials will reinforce the domain of the language by practicing words watching the pictures and reminding words. This kind of didactic resource is also an excellent alternative for developing communicative and cooperative skills for all students and will promote a positive attitude in learners because they will feel more engaged to the topic by watching pictures. As a result of this, students will be more active in the classes and they will remember vocabulary more easily.

Finally, the viability of this research may be proven by the fact that the investigator has the skills and the desire of carry out such an assignment and by

the approval of the institution authorities. Furthermore, there are the resources, materials and the required tools to design, fulfill, and work on this task.

## **1.4 OBJECTIVES OF THE RESEARCH**

### **1.4.1 General Objective**

- To evaluate the impact of the application of foam crafts through the analysis of applied researches in the English language field in order to develop English vocabulary.

### **1.4.2 Specific Objectives**

- To consult the bibliographical resources in books, online publications and journals for the development of the theoretical framework of the investigation.
- To collect the necessary information through the application of surveys and interviews and other techniques in order to present it in a statistical and mathematical way.
- To design the proposal with a set of activities for developing English vocabulary in students of seventh basic year using foam crafts.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 PREVIOUS RESEARCH**

English has created a special place, a common platform across the globe. It has become a unifying agent, a common channel of expression. This has strengthened the corporate and industrial sectors and to some extent the academia. The desire to learn English for one purpose or another has, therefore, been on the increase. As a consequence of this increase, some non-English speaking countries have assumed a heavy responsibility to promote the teaching of English as a second or foreign language in their educational institutions.

Nunan (2010) defines Second Language Acquisition as a blanket term for the acquisition of second and subsequent languages as well as the acquisition of foreign languages by children and adults. For him, the age of learners is essential because the younger children start learning a second or foreign language, the better they will be. Moreover, it is necessary to take into account that second language (L2) situations are the opportunities that learners have to practice the target language in a real context. It is also important to make the point that second language situations are different from foreign language situations. The difference is that in L2 situations learners have a great deal of exposure to English and in foreign language situations learners may have just encounter English once or twice a week in contrived classroom contexts.

A second language can be learnt by contact with the society or native-speakers of it, this is called “immersion”, but to achieve this goal, it is recommended to follow a systematic teaching process with an appropriate methodology. The learning or acquisition of a second/foreign language can be given by a non-formal manner, through the contact with L2 native-speakers.

In the context of ESL, Jihyun Nam (2010) in his journal “Linking Research and Practice: Effective Strategies for Teaching Vocabulary in the ESL Classroom” states that “vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between ESL students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning” (p. 127).

Likewise, Crystal (2003) mentions that English language is considered to have the largest vocabulary in the world. Vocabulary is vital for the acquisition of a second language because it provides learners access to all forms of written and oral communication which involves literature, music, and content knowledge. Vocabulary is defined as the knowledge of words and the knowledge of word meanings of a certain language. It is necessary to keep in mind that a vast vocabulary is a key to learn and offers some benefits; (Bromley, 2002) “it can boost student’s comprehension, improve achievement, enhance communication, and shape thinking” (p. 7).

### **2.1.1 Vocabulary Development**

Beginning in 1990, Nation’s investigation of teaching and learning vocabulary provided a large review of the vocabulary research, as well as classroom applications to vocabulary learning. Silverman and Hartranft (2014) claim that children initially acquire words in their environment from dialogues with and among adults during daily routines. During these activities, parents and teachers use words to label and describe what children see and do, and children can practice using words in adequate contexts. In other words, children learn new words and, then, begin to use them on their own. Richgels (2004) notes that the number of words in the vocabulary of a child is a signal of his or her linguistic health and it is a component in his or her ability to use language in different contexts and for multiple purposes.

Students learn words through experiences with increasingly complex and rich oral language and by encountering lots of new words in texts. It would be useful for instructors to know how many words students need to know to comprehend their texts. There are some estimates about how many words children and adults' vocabularies might contain. The results vary greatly, for example, recent researchers reported figures ranging from 2,500 to 26,000 words in the vocabulary of typical first-grade students and from 19,000 to 200,000 words for college graduate students.

On the other hand, Nation maintains in his 2006 publication that learners of a second language need to know something like 98% of the words in written and spoken discourse in order to understanding it well. It takes about 8,000-9,000 word families in order to achieve this percentage of coverage in written texts. In the spoken form, it requires slightly less, about 5,000-7,000 family of words (I.S.P. Nation, 2008). The family of a word consists of:

- Root: stimulate
- Inflections: stimulates, stimulated, stimulating
- Derivates: stimulation, stimulative

Learners can cope with small sizes of vocabulary, but whether they wish to work in English without unknown vocabulary, this will become a problem, the vocabulary sizes in the line with the figures above are necessary. The result is that students must learn a very large number of words to become skillful in English, and so it is essential for teachers to help students acquire as much vocabulary as possible (I.S.P. Nation, 2008).

### **2.1.2 Engagement with vocabulary**

According to Loewenstein, Ocasio, and Jones (2012) for many learners studying English as a foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and spelling and they are typically asked to complete lots of exercises. Learners find it hard to engage in such rote learning of vocabulary activities. It is comprehensible that the more a student engages with a new word, the more likely they are to learn it.

However, it is relevant to establish what activities can help to lead to a greater engagement. Investigations suggest that it is necessary to know a particular word in order to understand a passage. Moreover, searching for information about a word, like looking at the meaning of a word in a dictionary, and increasing the frequency of exposure seem to be helpful to acquire a new word. Therefore, the effectiveness of raising word consciousness depends on several activities applied into the lessons, playing with words through games, songs, and humor are some examples of those activities which engage children to identify new words and notice special word characteristics when they encounter them.

In investigations on second language vocabulary acquisition, a distinction between incidental and intentional learning has long been made. These investigations have explored the extent to which learners can acquire vocabulary items incidentally while engaging in other language learning exercises. Furthermore, it would be efficient for professors to provide learners with target vocabulary items through tasks in order to increase incidental vocabulary acquisition in the ESL classroom. In order to understand clearly, incidental and intentional vocabulary learning are described below:

- **Incidental Vocabulary Learning:** it is learning something without intention and it happens accidentally. It also occurs when students learn one thing

while they are trying to learn something else. It is an efficient way of learning words from context (extensive reading).

- **Intentional Vocabulary Learning:** it is the activity to transferring verbal knowledge to students' memory. It is mostly focused on synonyms, opposites, word substitution, multiple choice exercises, scrambled words, crossword puzzles, and others.

It is not just important to help learners to acquire words incidentally and intentionally but it is also significant to make a combination between direct and indirect vocabulary instruction. Both intentional and incidental vocabulary learning involves individual words teaching and even though several words can be learnt accidentally and might become stronger with the interaction of the language environment, students benefit much from direct and systematic word teaching.

Hulstijn and Laufer (2001) determined that EFL students who participated in a composition task could retain target words better than those engaged in reading comprehension or fill-in tasks, which suggests that students who were involved in higher levels of vocabulary production-processing remembered target words better than those who were not. Recent researches have been conducted into the effectiveness of vocabulary teaching and learning through different activities or exercises. Lee and Muncie (2006) determine that a post-reading composition task helped ESL students improve the productive use of higher-level target vocabulary.

### **2.1.3 The Importance of Vocabulary Learning**

Martin-Chang and Gould (2008) establish that one of the most significant factors that affect the learning of a language is vocabulary knowledge and it is agreed that vocabulary knowledge supports the improvement of language learning. Vocabulary acquisition not only upgrades learners' spelling but also their writing

proficiency. According to Harmer, in vocabulary learning, students will be continually assessed to find out their level of vocabulary knowledge improvement (Harmer, 2007). Learners will have difficulties in distinguishing the content if they do not have large vocabulary learning. Thereby, they will fail the vocabulary acquisition tests. Vocabulary knowledge is an essential aspect in constructing meaning from written passages.

Mukoroli (2011) argues convincingly that without some knowledge of vocabulary, neither language production nor comprehension would be possible. Thus, the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective teaching and learning strategies.

Recent investigations have demonstrated the huge benefits of learning vocabulary in a second/foreign language course. Some of those benefits are mentioned below:

- Vocabulary knowledge is one of the most outstanding indicators of verbal ability.
- Vocabulary knowledge promotes the comprehension of what learners read in books, magazines, newspapers, journals, and others. or listening to dialogues, lectures, conferences, songs, etc.
- It is vital to have a considerable number of words in learners' lexicon to make easier the learning of new vocabulary.
- Large vocabulary knowledge provides better opportunities for the achievement of higher education standards.

- Vast vocabulary knowledge promotes the production of clear, precise and powerful communication.

#### **2.1.4 The Importance of Vocabulary for English skills**

Without some knowledge of vocabulary, neither the production of language nor comprehension of language would be possible. Academic comprehension upgrades when learners know the meaning of words. Words are the building blocks of communication. When learners have a great vocabulary, they latter may be able to improve all areas of communication. Speaking, listening, reading and writing are naturally interrelated and integrated; we read when we write, and we listen when we speak to each other.

##### **2.1.4.1 Speaking**

Oral language constitutes a source of personal growth from the social, affective and cognitive point of view; when children have numerous and frequent opportunities to express themselves, orally, in spontaneous situations, they will develop intellectual and social interaction abilities and positive attitude. English speaking skill requires the knowing of vocabulary because everybody needs to use words in order to cause impact on an audience presenting outstanding and structured ideas. Role plays, speeches, discussion sessions, and others are some examples of speaking exercises and in order for students to participate successfully in all of these exercises; they need to have a great knowledge of words.

##### **2.1.4.2 Listening**

The role that vocabulary occupies in listening comprehension is analyzed by Frances H. Mecarty. She found that lexical knowledge is meaningfully related to

listening comprehension. Vocabulary and listening comprehension are skills which are developed by children when they talk to each other and listen to stories of adults or other children (Mecartty, 2000).

### **2.1.4.3 Reading**

Reading is a complex task which needs a vast knowledge of words in order to understand a piece of writing. It is also necessary that students have good reading experiences so they will not get frustrated and lose the motivation to read. This close relationship between vocabulary and reading is a relevant reason to be concerned about the development of students' vocabulary.

For that reason, the National Reading Panel (NRP), formed in 1997 by the secretary of education of the USA in order to evaluate the effectiveness of methodologies used to teach children to read, in its final investigation report stated that to become good readers, children must develop: a) phonemics awareness, b) phonic skills, c) the ability to read words in text in an accurate and fluent way and the ability to apply comprehension strategies consciously and deliberately as they read. So, making emphasis on the third analyzed issue, vocabulary seems to occupy an important place to learn reading.

As a result, one of the conclusions of the National Reading Panel investigators (2000) is that vocabulary should be taught both directly apart from a larger narrative or text and indirectly as words are encountered in a larger text. Moreover, the panel members recommended that “students should be exposed to vocabulary words several times and have repeated practice with them in order to learn them”.

#### **2.1.4.4 Writing**

Some researchers accentuate the importance of vocabulary for writing. They state that fluency in writing is almost dependent upon a large store of words which can be written without thinking. Brynildssen (2000) also states that “the ability to write hinges heavily upon an adequate vocabulary even more than does the ability to read” (p. 2).

As mentioned above, vocabulary is a significant element in the learning of a language; it is necessary for an adequate improvement of the English language learning and teachers would be wrong if they ignore teaching it or not giving the importance that it requires.

#### **2.1.5 Types of Vocabulary**

Learning vocabulary is the basis of any language and without vocabulary people cannot learn any language. A first consideration in delineating the vocabulary building in research and practice is that learners have different types of vocabulary they use for different goals. Words usually come in at least two ways: oral and print:

- Oral Vocabulary: the set of words that are spoken or read orally belongs to oral vocabulary.
- Print Vocabulary: the set of words readers understand or identify when they are reading or writing belongs to print vocabulary.

Knowledge of words also comes in two other ways: productive and receptive:

- **Productive Vocabulary:** it is the group of words a learner can use in spoken or written form. These words are well-known and familiar because they are frequently used by the learner.
- **Receptive Vocabulary:** it is the group of words that learners understand meaning while they listen or read. They are less well-known and their use is less frequent.

## **2.1.6 How to teach Vocabulary**

The two most common ways of teaching new vocabulary are: traditional approach and techniques and student-centered learning.

### **2.1.6.1 Traditional Approaches and Techniques**

Teacher-centered approaches and techniques are divided into three categories:

#### **2.1.6.1.1 Visual techniques**

In teaching the meaning of words, especially at elementary levels, teachers should join the word with its meaning by applying some of the following techniques:

- Realia like objects in the classroom, including students themselves, etc
- Pictures, photos, graphs, drawings, flashcards, slides, etc
- Mime, gestures, actions, facial expressions, etc

### **2.1.6.1.2 Verbal techniques**

There are other techniques which can be used to teach new vocabulary described below:

- Providing examples of the type
- Using illustrative situations to explain abstract words
- Providing definitions
- Providing synonyms/opposites

### **2.1.6.1.3 Translation**

Translation of vocabulary into the mother tongue should be kept under tight control. This technique is helpful for lower intermediate students. However, it also has a problem; learners who have been taught through translation techniques often give up if the exact lexeme does not come to mind.

### **2.1.6.2 Student-centered Learning**

This strategy allows students to ask other classmate from the classroom. Students can use a dictionary or contextual guesswork. Efficient dictionary use is something students need to be trained in.

### **2.1.7 Benefits of Using Strategies**

Strategies are important for two reasons; first, they are considered as tools to get an active learning which it is essential to develop a communicative competence. Second, learners, who have developed adequate strategies, have a great

confidence and learn more effectively. However, there are more reasons to apply strategies in the English language lessons:

- They promote an effective learning.
- They allow teacher and students to sequence, order and work with accuracy the contents for a better benefit.
- They avoid the improvisation.
- They give confidence to teacher and students.
- They foment the cooperative-work.
- They make active the learning process.
- Learners stop being just receptors for being the main actor of their own learning.

#### **2.1.8 Principles of Vocabulary Learning-Teaching**

Many theories about vocabulary learning process have been written which involve different available vocabulary learning principles. There are several basic principles for successful teaching, valid for any method of teaching vocabulary:

- Aim: the objective of vocabulary learning.
- Need: the real students' needs of vocabulary learning.
- Frequency: the repetition and frequent exposition of vocabulary learning.
- Meaningful presentation: meaningfulness and clearness are aspects for the presentation of vocabulary.

According to the National Reading Panel (2000), there are three fundamental models in vocabulary learning:

- Repetition is needed to upgrade vocabulary.

- Revising the materials which find learners' needs and help the learning of vocabulary.
- Instructional methods have to be provided (making mental definitions and pictures).

Learning vocabulary is a complex procedure and requires students to be disciplined in spending more time on the new words practicing and keeping them in their long term memory. Harmer in his work stated that vocabulary learning involves the ability to know:

- Meaning: definition of the word
- Usage: usage of the word in an adequate formality level.
- Word formation: the ability to spell and pronounce the word correctly.
- Grammar: usage of the word in an adequate grammatical form.

### **2.1.9 Other Significant Aspects of Language Learning Process**

It is vital to mention that there are much more essential aspects that determine success not only in vocabulary learning but in language learning.

- Motivation: motivation has a vital place in learning a language. It produces effective second/foreign language communicators by planting the seeds of self-confidence.
- Data: data refers to the contents of the language. It is all the topics that a student can learn while they acquire the language.
- Opportunities to experiment with the data: students need to practice what they learn through various activities into the classroom or outdoors.
- Feedback: feedback is required in order to confirm students are learning in the correct way, or to re-direct if they are not.

### **2.1.10 Methods for teaching vocabulary**

Vocabulary learning is an arduous process because learners need to be engaged in vocabulary learning and motivated in vocabulary instruction. Recent investigations have demonstrated that there is no specific method for teaching vocabulary to children. The National Reading Panel (2000) argues convincingly that instructors should not rely on single methods for teaching vocabulary, but on a combination of methods. Therefore, effective instructions must apply different methods in order to help learners acquire new vocabulary including opportunities to incidental and intentional word learning.

As mentioned above, the combination of methods for teaching vocabulary is required for learning vocabulary because it is important to recall that, in fact, students vary tremendously in the ways they learn.

### **2.1.11 Learning Styles**

Students learn more when information is presented in a variety of forms rather than when only a single form is used. Neuroscience investigations determine that learning is improved when it is meaningful for the student. When learning styles are taken into consideration in the language classroom, instructors are able to get into the students' personal areas since they start recognizing the differences in learners and their diverse ways of learning. Thus, learning has been classified in the following categories:

- **Visual:** Visual learners acquire best the information by looking at pictures, graphics, watching a demonstration or videos. For them, the ideal situation for learning is to look at graphs and charts instead of listening to an explanation.

- **Auditory:** Auditory learners are those who would rather listen to things than read about them. Describing information loudly and listening to music are examples of study method.
- **Kinesthetic:** kinesthetic learners assimilate information by a “hands-on” experience. In fact, doing an activity in class can be the most appropriate way for them to learn. These type of learners will probably learn faster when they participate in the science laboratory, drama performance, skit, dancing, among other activities.

The types of learning explained previously are just one sample of how classify the way students learn.

#### **2.1.12 Multiple Intelligences Theory**

Multiple Intelligences is a theory developed and explained by Dr. Howard Gardner, a Harvard University investigator of cognitive development. He started to explore the concept of “many kinds of minds” and, using a vast brain research, he believes that there are seven ways in which a student can learn. However, based on recent investigations, Gardner expands this notion and establishes that there are more types of intelligences. Thus, the final classification is described below:

- **Verbal/Linguistic:** it uses both oral and written expression. This intelligence utilizes the skills like the ability to domain syntax or structure language, phonetic sounds of language, language meanings and practical language uses. Some examples of verbal/linguistic intelligence activities are; vocabulary activities, oral presentations, discussions in group, debates, storytelling, worksheets, lectures, word games. According to Haley (2001), the instructional strategies applied for this kind of intelligence are

employed at the moment the learner reads about it, writes about it, talks about it, and listen to the information stipulated for learning.

- **Visual/Spatial:** it consists on the perception of the visual world. This intelligence employs skills that are sensitive to colors, shapes, spaces and the activities used in this case include graphs and diagrams tasks, video exercises, sets of LEGO, visual illusions, picture library, mind mapping, graphic organizers, power point slides, etc. according to the criteria of Haley (2001) the instructional strategies employed for Spatial Intelligences require the learner to see it, draw it, visualize it, color it, and finally, mind-mapping the information for learning.
- **Musical/Rhythmical:** it makes emphasis on the ability to perceive, identify, transform, and express oneself in musical ways. Some samples of activities that utilize this intelligence are; writing commercial jingles, songs, playing musical instruments, etc. In order to remember vocabulary, learners can use jazz chants or raps. The creation of music for skits and plays stimulates creativity of learners. Haley (2001) mentions that the instructional strategy employed for the Musical/Rhythmical Intelligence involves singing it, rapping it or listening to the information presented to the learner.
- **Logical/Mathematics:** it uses the capacity to apply numbers appropriately and reasoning. The skills used in this type of intelligence are; categorization, classification, inference, generalization, calculation, and experimentation of hypothesis. Examples of Logical/Mathematics Intelligence are; word order activities, pattern games, number activities, sequencing, classifying and categorizing, and Venn-diagrams. Haley (2001) describes that the instructional strategy wants learner to quantify it,

think critically about it, and finally, contextualize the information for learning.

- **Intrapersonal:** it is based on self-knowledge and the ability to act upon that knowledge. Learners acquire the knowledge by thinking and reflecting individually. Some activities focused on the Intrapersonal intelligence involve; the expression of how learners prefers to spend their free-time, the creation of a personal fantasy world, keeping a journal, interest centers, self-esteem activities, presenting interests or independent study.
- **Interpersonal:** it consists in the possibility to distinguish moods, intentions, and feelings of others and to respond emotionally to those actions. Learners who use this intelligence will be able to understand another person's facial expressions, voice, gestures, etc. they will also learn with and from the rest of the group. Cooperative teams or activities in pair, peer teaching, simulations, community involvement, social gatherings, clubs, etc. are activities that Interpersonal Intelligence employs.
- **Bodily/Kinesthetic:** it is the ability to use the body to express ideas and feelings. Some important features of this intelligence are the coordination, balance, dexterity, strength, flexibility and speed. Students who use Bodily/Kinesthetic Intelligence learn through movements and physical gestures and they are pretty good at sport activities, physical response exercises, dancing, hands-on activities, etc.
- **Naturalistic:** it refers to the ability to distinguish, classify, and utilize elements from the environment, such as, objects, animals, plants, etc. this type of learners likes nature. Naturalistic Intelligence includes the abilities of observation, experimentation, reflection, and questioning about the environment.

- Existential: it consists on learning by questioning. Gardner states that there is an aspect of spirituality which could be a separated intelligence: he considered it as Existential intelligence. One of the basic human features is making relative questions about existence: Who are we? Why do we live? Why do we die? Is there a God? Among others. This intelligence is being investigated because there is not sufficient scientific evidence to include it, officially, to the other intelligences. Scientifics did not still figure out what position this intelligence has in the neurological system.

It is relevant to recall that neither children nor adults possess an established intelligence in one area. The tendency to rely on different areas (intelligences) in various ways has great implications for teaching and it depends on the situation. For instance, it is wrong to estipulate that students have verbal/linguistic problems because they have logical/mathematics strengths. To work outstandingly, in most situations, students must possess and apply skills in several areas.

### **2.1.13 Vocabulary Learning Strategies**

Schmitt in 1997 and then in 2000 explains that strategies may be divided into two groups in terms of the vocabulary learning process: those for the discovery of the meaning of a new word and those for consolidating a word once it has been found.

(Schmitt, 2000) Discovery Strategies for learning vocabulary is divided into two categories:

- Determination Strategies: they are used by learners when they encounter the meaning of a new word without any other's help. Some examples of these strategies are: analysis of pictures or gestures, guessing the meaning of a word from textual context, using a dictionary, etc.

- **Social Strategies:** it refers to the interaction with other people to upgrade language learning. With this strategy students can ask the teacher or someone else for the meaning of a word or asking for synonyms or opposites; they can learn and practice new vocabulary with a study group.

(Schmitt, 2000) Consolidation Strategies: these strategies are separated in the following way:

- **Social Strategies:** interaction with others is the principal feature of these strategies. Learners can form cooperative groups for learning. They also ask for help to the instructor.
- **Memory Strategies:** they involve joining new words to previously learnt knowledge using imagery and grouping words (semantic maps).
- **Cognitive Strategies:** students can keep a vocabulary list on a notebook, put English labels on physical objects.
- **Metacognitive Strategies:** they consist in the conscious examination of the learning process. Students make decisions about planning, monitoring, and evaluating the best forms to study and test themselves with word tests.

#### **2.1.14 Didactic Materials**

Tomlinson argues that materials development is a field of study which involves different aspects. It is essential to establish the principles and processes of the design, implementation and evaluation of language teaching materials (Tomlinson, 2014). It also involves the production, evaluation, and adaptation of these materials by teachers for their own classrooms. According to Tomlinson, “didactic materials can be linguistic, visual, auditory or kinesthetic, and they can

be presented in print, through live performance or display. They can be instructional, experiential, elicitive, and exploratory” (Tomlinson, 2014, p. 2).

The application of didactic resources provides learners information about the language; they can promote experiences of the language in use and stimulate language use. Additionally, didactic materials can help learners to make discoveries about the language by themselves. Teaching resources are facilitators of the teaching process, contributing to students’ motivation, clarifying concepts through effective perception.

Didactic means should be closely related with learning experiences; the application of these resources takes into consideration what students can do with them and gives priority to the environmental resources. Therefore, nowadays, the creativity of teachers is significant in the development of teaching resources, using accessible materials as foam and others.

#### **2.1.15 Significance of Didactic Resources**

It is relevant to keep in mind that didactic materials influence learning process when they are frequently utilized. For this reason, children must visualize, manage, and use them constantly because the permanent exposure and contact with them helps in living active experiences into the classroom. The employment of didactic resources supports in the integration, assimilation of information, and also promotes the development of values and good attitudes to learning. Some other benefits of using didactic materials into the classroom are mentioned below:

- Didactic resources help students to develop self-confidence.
- Didactic materials allow the stimulus of students’ senses; auditory, visual and tactile senses.

- Didactic means develop children's curiosity.
- Didactic resources illustrate subject concepts.
- Didactic materials provide learners the opportunity to practice the language improving communication.
- Didactic means provide opportunities for outcomes feedback.

## **2.1.16 Classification of Didactic Materials**

### **2.1.16.1 Permanent Material**

- Board
- Market

### **2.1.16.2 Informative Material**

- Books
- Dictionaries
- Encyclopedias
- Magazines

### **2.1.16.3 Visual Illustrative Material**

- Posters
- Flashcards
- Photos/Pictures
- Prints
- Drawings

#### **2.1.16.4 Audiovisual Material**

- Movies
- Projector
- Videos
- TV

#### **2.1.17 Teachers' Creativity for Designing Didactic Materials**

The creativity is applied by someone during the process of producing and identifying ideas, possibilities or alternatives that can be employed for solving problems. People need to be able to visualize things in a different perspective in order to be creative. At this point, creativity, in education, is often highlighted as a vital skill for succeed. When teachers use their imagination for developing didactic resources, they are conscious that those materials can face and solve problems of deficiency and lack of knowledge in students.

It is argued that creative didactic means help learners by focusing their attention on the learning. Teachers who design their own resources for teaching have to follow a creative process in order to make a positive impact in their students: teachers also have the opportunity to personalize their materials which will have a greater flexibility and creativity of use.

#### **2.1.18 Adaptation of Materials**

The conventional approach to materials adaptation can involve many changes to the materials, such as, for example, deleting, reordering, adding, etc (Tomlinson, 2014). Teachers have to know the real necessities of students and the role and significance of materials adaptation is a feasibly option for the practicality of the classroom reality.

At the moment, the process of materials adaptation is, in great majority of cases, left in the teachers' hands, and it is largely based simply on their intuition and experience. And, despite the fact that adapting materials seems to be a relatively under researched process, it is always carried out in the classroom, to different extents, by the teacher. Tomlinson (2014) argues convincingly that the simple fact using a piece of teaching/learning material in the classroom inevitably means adapting it to the needs of the whole classroom environment.

### **2.1.19 Ludic Activities for Teaching Vocabulary**

Teachers often face the problem of students who are bored, uncooperative and fidgety. Research in education and in language learning has shown various alternatives teachers can follow in order to avoid the lack of students' motivation to learn. Motivational research is probably the most relevant research to the subject of classroom activities.

Therefore, it is indispensable that students and teacher, implied directly in the process of learning-teaching, be aware of the relevance of having a cordial environment during the teaching-learning process. The application of recreational activities in education gives a different perspective of how teachers want to achieve teaching goals. Teachers need to modernize the way they present students the class contents: teachers need employ didactic strategies to fasten the learning level of students.

### **2.1.20 Reasons to Apply Ludic/Playful Activities**

A teacher that includes playful activities is helping students to increase their desire to learn. Learning a second/foreign language through contact with excellent linguistic models and meaningful interaction with interesting, relevant subject matter is the pursued goal. Comenius in his 1632 publication "Great Didactic"

states that learning must be a game, children must go to schools happy and the parents' visit to schools must be a party. He also established the reasons that lead teachers to use didactic activities as a resource in the process of teaching-learning:

- Human beings have a playful tendency as an inherent necessity.
- Ludic situations help mental schemas and stimulate reasoning.
- The individual who plays and has enjoyable moments is also who acts, thinks, learns and progresses.
- Enthusiastic environments are developed with ludic situations.

#### **2.1.21 Classification of Ludic Activities**

- Songs: music and songs are the innate environment for various people activities learning. Music can work as a powerful memorization device because it helps to retain information easily.
- Projects: project works promote students' motivation because they can work on something they are interested in. Projects develop the communicative abilities of students as a result of the interaction between students at working on any assignment.
- Role-plays: they are simulations; students play the role of someone else. This kind of exercises prepares learners to the real life communication using common and useful expressions.

- Games: games contribute to limit inhibitions and upgrading learning. Everybody knows that children love playing games; it is something innate in them. Games are motivating and encourage students to learn vocabulary and other aspects of the language.

## **2.2 PHILOSOPHICAL BASIS**

Human beings have shown their desire to learn every day, and their interest of knowing how this process is done has been carried out to different fields of research. In most of the life situations, learning does not constitute a big problem. People learn through experiences, without worrying about the origin of the learning process. Parents taught children, and crafters taught pupils. Children and pupils acquired knowledge and who taught them did not need to understand the theory of learning. Nevertheless, it surged the necessity to explain how people learn because not everybody does it in the same way and, therefore, some theories have been developed in order to explain it.

B.F. Skinner provided one of the earliest scientific explanations of language acquisition. He was one of the pioneers of the behaviorist movements. His theory (1957) was based on the influence of environment for language development. Skinner stated that “language is acquired through principles of conditioning like association, imitation, and reinforcement” (Skinner, 1957). Children learn words by associating sounds with objects, actions, events, and also by imitating others’ actions. Skinner in his theory emphasizes that “adults are a great support for children’s language development because they enable children words and syntax by reinforcing correct utterance” (Skinner, 1957).

Constructivism is a view of learning which main purpose is to build students’ knowledge through an active, mental development process. Students are the builders of knowledge and meaning. Some exponents of the constructivist

movement are; Lev Vygotsky, Jean Piaget, David Ausubel, Noam Chomsky, and others.

Lev Vygotsky was a Russian psychologist who studied explicitly the development of children. The main point of the Social Development theory is that children's development is the result of the interaction between children and their environment (parents and other relatives, teachers, classmates, etc.). He establishes that language is the main tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing. Children need to acquire more than a set of skills; they need to enhance a set of mental tools.

For Vygotsky, the most efficient learning takes place when the new skills and concepts are in the Zone of Proximal Development (Vygotsky, 1980). Gao and Bintz in their journal "*Using Picture Books as Paired Texts to Teach Educational Theories*" mention that Vygotsky defines ZPD as "the distance between the actual development level as determined by independent problem-solving, and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peer" (Gao & Bintz, 2015,p. 147). When this occurs, children acquire new information and make progress in their own development.

Piaget argues convincingly that learning occurs by an active construction of meaning, rather than by passive receptivity (Piaget, 1977). Piaget's theory of language development maintains that children use both assimilation and accommodation to learn language. Assimilation is the process of changing one's environment to place information into an already-existing schema (or idea). Accommodation is the process of changing one's schema to adapt to the new environment. Piaget believed that "children need to first develop mentally before language acquisition can occur. According to him, children first create mental

structures within the mind (schemas) and from these schemas, language development happens” (Boundless, 2015).

In other words, Piaget means that when learners found a situation which provokes certain conflict in their thinking way, a disequilibrium state or imbalance is formed (Piaget, 1977). Therefore, they must change their thinking to re-establish equilibrium and balance; this means that learners analyze and make sense of the new data or information by connecting it with what they already know, resulting in the assimilation of new knowledge.

Chomsky’s language acquisition theory maintains that “children are born with an inherited ability to learn any human language: he called this innate ability the “language acquisition device”, and it is not a coincidence that all languages follow equal rules and patterns when it refers to grammar” (Boundless, 2015). Language rules are influenced by learning and experience, but the capacity for language happens with or without the influences of the environment. For Chomsky, language is a complex combination of sounds, words, phrases, and the environmental learning cannot take place alone. He makes the point that the presence of Universal Grammar in children’s brain permits them to deduce the structure of their native language from mere exposure.

Gagné’s research is centered on intentional or purposeful learning. He believed that “facts and events in the environment are influential for the learning process” (Gagné, 1985). Smith & Ragan (1996) in their thesis mention Gagné’s work and describe that for him the nature of an instructional theory is an “attempt to relate the external events of instruction to the outcomes of learning by showing how these events lead to appropriate support or enhancement of internal learning processes” (p, 728). Through this theory, Gagné determines the kinds of human capabilities that are learnt and explained by the behavioral changes in a student. He called these changes: learning outcomes. Outcomes, defined for Gagné, are

“descriptions of educative purposes in terms of what is to be fulfilled through the prescribed learning activities” (Gagné, 1985).

Meaningful Learning Theory was developed by the American psychologist David Ausubel with the purpose to explain students’ learning as an active process. For Ausubel, “the most important single factor influencing learning is what the learner already knows. As certain this and teach him accordingly” (Ausubel, 1968). “The construction and reconstruction of meanings by learners requires that actively seek to integrate new knowledge with knowledge already in their cognitive structure” (Novak, 2002, p. 548). Ausubel asserts that “meaning happens when new information is taken into a person’s existing cognitive structure and is related to the previously learned content forming new connections between this new information and the existing information” (Ausubel, 1968).

According to Novak (2002) “new concept meanings are integrated into our cognitive structure to a greater or lesser extent, depending on how much effort we make to seek this integration, and on the quantity and quality of our existing, relevant cognitive structure” (p. 551). This is achieved when the student link the new information with the information they have acquired before; but it is also necessary that students make a deliberate effort to fulfill this process.

Loewenstein, Ocasio and Jones (2012) make the point that “historical analysis of vocabularies further illuminates the relationships between vocabularies, culture, and action” (p. 55). These authors also mention that vocabularies are products of social groups collectively communicating their understanding of organizing practices. Vocabulary meanings are both grounded in existing practices and constitutive of culture and action. “Vocabularies are a central tool of organizing—they are used to persuade others, to coordinate action, to reflect as well as to determine institutional and cultural changes, and to anchor and create meaning (Loewenstein et al., 2012, p. 62).

### 2.3 PEDAGOGICAL BASIS

There are various pedagogical theories developed by some authors on language acquisition; most of them describe different patterns of how a language is assimilated by the learner.

Stephen Krashen is a professional in the linguistics field; he is specialized in language acquisition and development theories. His second language acquisition theory establishes five principal hypotheses (Krashen, 2013):

- **Acquisition/Learning Hypothesis:** for Krashen, there are two separate systems of second language acquisition; the acquired system and the learnt system. The acquired system is the result of a subconscious procedure, almost identical to the procedure that children follow when they acquire their first language. It requires the natural communication and interaction with native-speakers. The learnt system is the result of a formal guidance and it involves a conscious process resulting in deliberated knowledge about the language.
- **Monitor Hypothesis:** it describes what the relationship between acquisition and learning is. The monitor function is to plan, edit and correct the production of learners when there is time.
- **Input Hypothesis:** Krashen wanted to explain with this hypothesis how the acquisition of a second language happens. For him, the learner improves at the moment he/she obtain second language input. A second language is acquired processing comprehensible input which has been listened to and understood.

- Natural Order Hypothesis: it suggests that the acquisition of grammatical rules is the result of a natural order. These rules are acquired in a fixed way, pre-established, determined by innate mechanisms and not by the linguistic complexity of explicit teaching.
- Affective Filter Hypothesis: it contemplates the role of motivation, self-confidence or anxiety for the acquisition of several factors. Although these factors do not produce acquisition, they can foment or impede the language acquisition.

Klein, in his 1990 study of second language acquisition, establishes that there are three aspects that are present in any language acquisition process: propensity, linguistic faculty and access. The first one is related to the necessity to acquire a language moved mainly by self-motivation of the learner.

Linguistic faculty refers to the biological capacity or cognitive capacity to acquire the new knowledge of the language in order to apply it effectively. Finally, the third point is the access to the language; input practices and communication opportunities are necessary to enhance what learners have acquired during the lessons because without input or access, no one can learn a language. The three aspects above are the required conditions in order to take place the learning.

Jean Aitchison is a professor of Language and Communication in the Faculty of Language and Literature at Oxford University. Her assumption is that language has a biological structured schedule. In 1987, she distinguished three stages that take place during the vocabulary acquisition of a child (Aitchison, 1987):

- Labeling: this first stage consists in joining the sounds of a determined word and the objects to which they refer. In other words, this means

linking a name with something. For example, when children say ‘mummy’, they refer to their mom.

- **Packaging:** this stage involves the comprehension of a word’s range of meaning. Thus, students can increase their vocabulary knowledge in their store of words.
- **Networking Building:** this stage refers to grasp the connections between words: comprehending that some words are opposite in meaning. In this case, it is important to model and Aitchison in the fourth edition of her book “*Words in the Mind: An Introduction to the Mental Lexicon*”, 2012 establishes that learners always try to produce a diagram of word connections in their mental lexicon.

According to Aitchison, this is the language acquisition process. Children’s learning can vary individually because the speed of learning is influenced by both inherent abilities and environment. Parents and other close relatives have an important role in the acceleration of language learning. Finally, children’s language is acquired and they will have a basic lexicon of several words.

Recently, teachers have been applied didactic teaching methods according to the age of the learner. Children of different ages expected to sit and listen to lessons without interacting. Therefore, it increased the necessity to make learning active and some research have shown that playful learning can be an appropriate option to didactic instruction. This alternative is developed as a support for students to learn in the ways they naturally learn.

The idea of linking playfulness with education is not new. Comenius, in his 1632 work, introduced his conception of education; Learning must start at home and

parents would be the first children's instructors. In his educative reform, he proposed a moral, politic and Christian renovation of the humanity.

Comenius emphasizes on his investigation the absolute eradication of violence in the educative process and promotes in his work "Orbis Sensualium Pictus" (1659) the application of illustrations to teach and theater techniques like interpretation as an important instrument of motivation and learning stimulator. Comenius thought that the book contents must be reproduced on the walls of the classroom: illustrations, pictures, graphics, etc which impress constantly senses, memory and comprehension of pupils. Wragge-Morley in his 2010 journal "The Work of Verbal Picturing for John Ray and Some" mentions Comenius and expresses that "Comenius differentiates between the pictures his book uses to teach vocabulary, and the descriptions that accompany them: '*The Pictures* are the Representations of all visible things... *The Descriptions* are the Explications of the Parts of the Pictures'" (Wragge-Morley, 2010).

Likewise, Maria Montessori developed a spontaneous method in 1912 based on playful learning. This method was designed to afford children's freedom to move and act in a prepared environment motivating self-development. Montessori education involves objects and those objects are carefully constructed and presented to provide specific learning. Montessori designed a specific didactic material which constitutes the fundamental point for the development and implementation of her method. She stated that didactic resources are not a simply hobby, they are more than that, they are for teaching and were designed in order to catch children's curiosity and to guide them in the desire of learning. These materials can be used in groups or individually to participate in storytelling, conversations, discussions, outdoors activities and free ludic activities, promoting communication, ideas transmission, culture learning, and others.

She found that conventional direct teaching lacks any materials that children manipulate. Teachers, in this case, have to illustrate a triangle on the blackboard instead of employing a physical triangle. Likewise, playful learning involves physical objects with which children play to learn. Montessori determined that the manipulation of material for learning is so important and hands are of special significance to human beings. Since children develop their language through their movements, through the work of their hands; children need materials which provide motivation for their activities.

The main contribution of Ausubel's theory to education is to promote the meaningful learning instead of rote learning (memorization). This model consists in explaining facts or ideas and connecting concepts, but before, students must have certain knowledge about those concepts. An important aspect of this approach is the age of students because they must manipulate ideas mentally, even if they are simple. This theory has pedagogical applications: Teachers, in this approach, must know the previous students' knowledge; it means that they have to be sure that the content they present to the learner can be joined to the previous ideas. The material used in the classroom must be organized in a logical and hierarchical form, taking into account that is not just important the content of the material but the way that it is presented to students. The motivation must be considered as a fundamental factor in order to get interested students for learning. And finally, teachers must give examples by using pictures, diagrams, organizers, cards to teach the concepts.

## **2.4 PSYCHOLOGICAL BASIS**

Learners go through significant development transitions in their journey from childhood to adulthood. These phases and their psychological and social characteristics need to be taken into account when designing learning experiences and creating tasks and materials for learners at different stages. At earliest phases

of learning, children can work following single-step instructions followed by two-step and then three-step directions. They can comprehend symbolic symbols, such as numbers and letter prior to reading. Word-play exercises, such as reordering scrambled letters to make words, follow by the ability to grasp abstract concepts.

Foam crafts are used to support the children's development in aspects related to oral and written language, thinking, cooperation, socialization, etc. Didactic materials have been getting a huge importance in the contemporary education in which forced memorization and physical threats stopped being viable methods a long time ago, giving more relevance to the stimulation of senses and imagination.

It is not enough that students manipulate the material of the class and acquire direct experience; it is more relevant that this material be used as a channel or direct medium to get learning. A better learning is achieved when learners use all their senses in the educative activities and experiences, fastening the maximum number of received learning. The cognitive strategies, motor skills, and intellectual skills of students are influenced by the didactic material, consolidating with this, the learning process and the individuals' creative activity.

## **2.5 FUNDAMENTAL CATEGORIES**

### **2.5.1 English language**

English language is a Germanic language; it belongs to the family of Indo-European languages. Vyas and Patel (2009) argue that the English language has had a metamorphosis from a colonial power to a global market player. English dominates the global arena in more ways than one. English is the language of many areas like science, technology, diplomacy, tourism, etc. and it is an important part in the culture, policy, and economy of several countries.

### **2.5.2 English as a foreign language**

English as a foreign language (EFL) is the term used for the application and study of English language by non-native people in nations where English is generally not a local way of communication. EFL is usually learnt in environments where the community language and the educative institutions is not English.

### **2.5.3 English language learners**

According to Silverman and Hartranft (2014), English language learners (ELLs) are “learners who are non-native English speakers and who have difficulties at listening, speaking, reading, and/or writing in English” (p. 15). They also make the point that ELLs may have problems at learning English vocabulary, particularly academic English vocabulary.

### **2.5.4 Vocabulary**

Recent vocabulary investigations draw on a comprehension of lexis, the Greek for word, which in English refers to all the words in a language, the entire vocabulary of any language. Nelson (2008) defines vocabulary as the knowledge of words that students must know for listening, speaking, reading, and writing. She also claims that the main goal of developing students’ vocabularies is to improve their ability to succeed in school, not simply to impress their audiences, get by in life, or improve their standardized test scores.

### **2.5.5 Crafts**

The online American Heritage® Dictionary defines crafts as “an activity such as weaving, carving, or pottery that involves making things skillfully by hand, often in a traditional way” (2011). The online Cambridge dictionary also defines crafts

as “the skill and experience, especially in relation to making objects; a job or activity that needs skill and experience, or something produced using skill and experience”.

### **2.5.6 Foam**

It is commonly known as foamy, or EVA (Ethylene Vinyl Acetate). The word foam means ‘sparkling’, so it is a type of thermoplastic polymer which may be combined with any accessory or product. This material does not replace any other; on the contrary, it complements it. Foam is useful because of the ease of working with it; it is easy to cut out, paste, paint, etc. Furthermore, it is resistant to climate changes and chemicals. It is not toxic and it is friendly with the environment because foam may be recycled. To finish, foam is also utilized to make creative and didactic crafts to apply them in different areas; in education, it is a good option for activating the interest of students to learn.

### **2.5.7 Strategies**

They are procedures, operations or specific activities which pursue a determined purpose, the learning and solution of academic problems. A strategy is a technique or mechanism which it is used for a learner to acquire knowledge. Ewy (2009) establishes that strategies are a set of actions or objectives around a unifying theme that work to accomplish a vision. It is broad and action oriented, a strategy is the how.

### **2.5.8 Didactic Resources**

Tomlinson (2014) defines didactic materials as “anything which can be used to facilitate the learning of a language” (p. 2). Didactic resources are those teacher uses to enhance the teaching process facilitating the comprehension and

motivation of students in an objective way. Montessori states that “design or intended to teach, didactic resources are specially designed instructional materials” (Montessori, 2012). These instruments help teachers to achieve any goal and students to develop their learning process.

### **2.5.9 Ludic Activities**

Ludic activities refer to dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing. A ludic task is a pedagogical activity designed to provide fun, enjoyment, self-confidence, while attempting to increase the motivation of students in a language learning experience.

## **2.6 LEGAL BASIS**

- Article 26 from the Constitution of Ecuador: this article mentions the right that people have to receive an educative instruction. The Ecuadorian government has the obligation to provide a good-quality education and it guarantees the equity and social inclusion during the educative process.
- Article 27 from the Constitution of Ecuador-Chapter II-Fifth Section “Education”: in this article learner is the center of the educative process; it provides an integral development. Education is an essential component for the acquisition of knowledge which is the support for the advance of the country.
- Article 343 from the Constitution of Ecuador-“Régimen del Buen Vivir”: the development of individual and collective abilities of learners is the priority mentioned in this article. These abilities are the responsible of a good learning process.

- Article 37 from Childhood and Adolescence Code: the main point of this article is that all children and teenagers have the right to receive an appropriate education and the educative authorities must guarantee that children and teenagers have access to all educational levels. It will also provide students the access to well-trained teachers, didactic resources, labs, etc.

## **2.7 HYPOTHESIS**

The use of foam crafts will improve English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena Province, 2015-2016.

### **2.7.1 VARIABLES OF THE STUDY**

#### **2.7.1.1 Dependent Variable**

English Vocabulary

#### **2.7.1.2 Independent Variable**

Foam Crafts

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

This investigation followed the Scientific, Deductive, Inductive, Analytical, Qualitative and Quantitative Method. All these methods provided important information in order to get positive results about the upgrading of English vocabulary for the students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”.

##### **3.1.1 Scientific Method**

The Scientific Method consisted in doing a systematic observation, measuring and experimenting, formulating hypothesis. Through the application of the Scientific method, it was possible to follow the correct procedure for an appropriated development of this investigation; first of all, it was necessary to identify the problem which was established in chapter I (students do not have a vast vocabulary knowledge for producing the English language), then, it was important to establish the relationships between the causes of the problem and make some assumptions in order to explain the causes and effects, some of these causes are the application of traditional methodology, lack of didactic material to introduce new vocabulary, boring vocabulary exercises which provoke low level of students' motivation, participation and interest for learning new vocabulary; and finally, it was necessary to develop a practical solution for the poor English vocabulary knowledge of students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador” which is through the application of foam crafts during the English vocabulary lessons.

Furthermore, the scientific method allowed the analysis of foam crafts benefits, the evaluation of results of students' improvement after applying foam crafts in the vocabulary teaching process and the verification of the hypothesis.

### **3.1.2 Deductive Method**

The deductive method was applied in this research because the investigator started by looking for and gathering relevant information about the investigated issue in several books, online journals, sample thesis, and others. It is important to make the point that the gathered information was related to the different theories and assumptions of recognized philosophers, psychologists, and investigators in the English language teaching field and didactic material development, such as, Lev Semiónovich Vygotsky (Constructivism theory), Jean Piaget (Cognitive theory), Noam Chomsky (Language Acquisition Device theory), María Montessori (the Montessori Method), Stephen Krashen (Second Language Acquisition Theory), Paul Nation (several studies about vocabulary instruction and learning), Brian Tomlinson (expert in the development of material), just for mentioned some of them. Finally, all the collected information was interpreted and summarized in this paper.

### **3.1.3 Inductive Method**

In this investigation, the researcher started by analyzing the causes of the problem and making a general assumption (general problem). The investigator observed an English vocabulary class in order to determine the reasons for which students have a low level of vocabulary knowledge. Through observing the phenomena, the researcher was able to analyze the diverse small ideas or causes of the problem and make some hypothesis in order to establish a general assumption. In this case, the researcher got a general conclusion about the reasons for the poor English vocabulary knowledge. Thus, through the application of this method, it was also

determined the significance of using foam crafts and their influence in the learning of English vocabulary.

#### **3.1.4 Observation Method**

Observing the phenomena directly was extremely necessary in order to have a more precise idea of the problem and its possible causes. In this case, the observation method was directly applied to students of seventh basic year at Escuela de Educación Basica Particular Católica “Jesús el Salvador” during the development of this investigation. Moreover, this method was helpful for the researcher because it supported to find out specific information about the causes and effects of the problem related to the instruction of English vocabulary of seventh basic year students at the educational institution previously mentioned. Therefore, it was relevant to observe a vocabulary lesson and analyze the entire procedure of vocabulary teaching (methodology and strategies) followed by the teacher in order to establish where the problem came from.

#### **3.1.5 Qualitative Method**

Additionally, this investigation employed the qualitative method because it was possible to gather relevant data about the importance of learning vocabulary and the repercussion of using foam crafts (didactic material made of foam) in the vocabulary instruction process. The information was collected from the observation session, and interviews directed to the main authority, Lcdo. Víctor Magallanes, and English teacher, Miss Alexandra Torres, of Escuela de Educación Básica Particular Católica “Jesús el Salvador”. It is also important to emphasize that the investigator interviewed other experts in the English language teaching and material development area. These specialists were well-qualified people with different degrees and belonged to diverse educational institutions from the province of Santa Elena, such as, Unidad Educativa “Rubira” from

Salinas, Unidad Educativa Academia Naval “Capitán Leonardo Abad Guerra” from La Libertad, and others. Finally, the information collected through the application of interviews was analyzed and presented in this paper.

### **3.1.6 Quantitative Method**

Finally, it is significant to mention that the quantitative method was used in order to present in a mathematical and statistical way the information collected through the application of techniques as surveys. Hence, this method was mandatory applied for the development of this investigative work with the purpose of gathering the principal data from the surveys directed to the twenty-four students of seventh basic year (eleven girls and thirteen boys) at Escuela de Educación Básica Particular Católica “Jesús el Salvador” about the importance of learning English vocabulary and the influence of using foam crafts to reinforce the learning of new English vocabulary and then, present the survey results in charts and statistical graphics.

## **3.2 LEVEL OR TYPE OF RESEARCH**

### **3.2.1 Exploratory Research**

When there are not previous investigations and little information about the investigated topic, it is necessary to explore and inquire; the objective of the application of this type of research is to gather preliminary information which will contribute to define problems and determine hypotheses. Therefore, this type of research was used because it provided to the researcher some insights and previous information related to the problems in the vocabulary teaching process which causes the poor knowledge of vocabulary in students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. Moreover, through the application of the exploratory research, it was possible to

determine the hypothesis which in this case is what foam crafts can provide to students in the development of vocabulary classes.

### **3.2.2 Field Research**

It was significant and necessary to collect updated information on the current status of Escuela de Educación Básica Particula Católica “Jesús el Salvador” especially in the English teaching area, during the vocabulary instruction in order to describe the reasons for the low level of vocabulary knowledge in students of seventh basic year. The field research also allowed gathering information regarding the use of foam crafts during the English vocabulary lessons and their advantages of application.

### **3.2.3 Bibliographic Research**

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

### **3.2.4 Correlational Research**

This type of research allowed measuring the degree of relationship between the two variables of this investigation: the use of foam crafts and the improvement of English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. The correlational research also provided the researcher to establish relationships between different theories and investigations in order to make a general assumption about the best way of

teaching and practicing vocabulary.

### 3.2.5 Applied Research

The applied research permitted the application of foam crafts in order to improve the English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. This method let to know if the proposal worked successfully.

## 3.3 POPULATION AND SAMPLE

### 3.3.1 Population

The population of this investigative work was composed by all the 24 students from the seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador” (eleven girls and thirteen boys), one English teacher and the principal.

**Chart N° 1: Population Chart**

| N°           | DESCRIPTION  | QUANTITY  | %           |
|--------------|--|-----------|-------------|
| 1            | Principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador”                   | 1         | 4%          |
| 2            | English teacher of Escuela de Educación Básica Particular Católica “Jesús el Salvador”             | 1         | 4%          |
| 3            | Seventh basic year students of Escuela de Educación Básica Particular Católica “Jesús el Salvador” | 24        | 92%         |
| <b>TOTAL</b> |  | <b>26</b> | <b>100%</b> |

**Source:** Secretary of Escuela de Educación Básica Particular Católica “Jesús el Salvador”

**Author:** José Carvajal Villón

### **3.3.2 Sample**

Since the size of the population is manageable, the 100% of the population will be included for the development of this investigative work. It means that no sample size formula will be applied.

### 3.4 VARIABLES OPERATIONALIZATION

#### 3.4.1 Independent Variable: Foam Crafts

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

| CONCEPTUALIZATION  | DIMENSIONS   | INDICATORS   | ITEMS  | TECHNIQUES AND INSTRUMENTS   |
|--|--|--|--|--|
| <p><b>Foam Crafts:</b> Didactic materials made of foam with the purpose to present them to students in their lessons and activate their interest for learning. For making foam crafts, it is essential the desire and creativity of teacher because they will be used in the different stages of the teaching-learning process according to the necessities of learners.</p> | <p>Learning Process</p> <p>Methodology</p> <p>Strategies</p> <p>Didactic Materials</p> | <p>Methodological strategies</p> <p>Application of foam didactic material</p> <p>Resources</p> | <ul style="list-style-type: none"> <li>• Does the application of didactic resources support the improvement of English vocabulary knowledge of students?</li> <li>• Have you ever worked with foam crafts to improve English vocabulary knowledge of students?</li> <li>• Do you consider that foam crafts support the vocabulary learning?</li> </ul> | <p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Observation guide</p> <p>Camera</p> <p>Video-Camera</p> |

**Author:** José Carvajal Villón

**3.4.2 Dependent Variable:** English vocabulary of students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”.

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

| CONCEPTUALIZATION  | DIMENSIONS  | INDICATORS  | ITEMS   | TECHNIQUES AND INSTRUMENTS   |
|--|---|---|---|--|
| <p><b>English vocabulary:</b> it refers to all the words in a language, the entire vocabulary of any language. They are the knowledge of words that students must know in order to produce the language appropriately.</p> | <p>Learning Process</p> <p>Teaching Methodology</p> <p>Tests</p> <p>Meaningful Learning</p> | <p>Methodological Strategies</p> <p>Didactic activities</p> <p>Didactic materials</p> <p>Motivation</p> | <ul style="list-style-type: none"> <li>• What is the role of vocabulary in the English language learning?</li> <li>• How do you describe the English vocabulary knowledge of your students?</li> <li>• Do you think that students develop their English vocabulary satisfactorily?</li> </ul> | <p>Syllabus</p> <p>Lesson Plans</p> <p>Observation guide</p> <p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video-Camera</p> |

**Author:** José Carvajal Villón

## **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1 Techniques**

#### **3.5.1.1 Observation**

The observation technique was employed directly to the students of seventh basic year from the Escuela de Educación Básica Particular Católica “Jesús el Salvador”; this technique permitted to observe thoroughly the different strategies applied on the teaching of English vocabulary and it also let to determine the causes of the poor English vocabulary of students.

#### **3.5.1.2 Survey**

Surveys were used as a technique in order to gather specific information from the twenty-four students of seventh basic year through direct questions regarding the problem and the proposed solution. This technique allowed obtaining results about the advantages of the use of foam crafts to improve English vocabulary in students of seventh basic year. These results provided precise information about the studied topic.

#### **3.5.1.3 Interview**

The interview was applied as a technique to get direct and specific information from the principal, Lcdo. Víctor Magallnes, and the English teacher, Miss Alexandra Torres, of the Escuela de Educación Básica Particular Católica “Jesús el Salvador”. This technique was also directed to other English language teaching specialists and didactic material developers in order to obtain and contrast their opinion about the application of foam crafts during the vocabulary instruction.

## **3.5.2 Instruments**

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

These instruments were employed to capture images and videos in order to reproduce them later and have evidences of the use of foam crafts to improve the English vocabulary of students of seventh basic year.

### **3.5.2.2 Observation Guide**

The observation guide was designed by the researcher and then used in a vocabulary class in order to collect important data about the strategies that English teacher uses in the teaching process of English vocabulary.

### **3.5.2.3 Questionnaire**

The questionnaire is a document with some questions which was elaborated by the researcher in order to collect relevant information about the investigated problem. It is also important to mention that the questionnaires for surveys and interviews had some questions with close and open answers and both kind of questions provided fundamental information about the investigated issue. For instance, in the case of surveys applied to students, there were some questions with close responses because it was easier for students to give an answer. This kind of questions and answers allowed students to select the alternative that described in the best way their responses.

### 3.6 DATA COLLECTION PLAN

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

**Chart N° 4: Data Collection Plan**

| BASIC QUESTIONS                      | EXPLANATION   |
|--------------------------------------|---|
| 1. What for?                         | To improve English vocabulary of students.  |
| 2. From which people or objects?     | Seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. |
| 3. About what aspects?               | Foam Crafts   |
| 4. Who?                              | José Carvajal Villón (UPSE-English Language Teaching Career).                                       |
| 5. To Whom?                          | Students and professors.  |
| 6. When?                             | 2015-2016   |
| 7. Where?                            | At Escuela de Educación Básica Particular Católica “Jesús el Salvador”.                             |
| 8. How many times?                   | Once a year during the academic year 2015-2016.   |
| 9. How?                              | Individually and by group   |
| 10. What data collection techniques? | Observation, interviews, and surveys  |
| 11. With what?                       | Lists, questionnaires, observation guide and cameras.   |

**Source:** Escuela de Educación Básica Particular Católica “Jesús el Salvador”

**Author:** José Carvajal Villón.

### 3.7 DATA PROCESSING PLANNING

**Chart N° 5: Data Processing Plan**

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

**Source:** Escuela de Educación Básica Particular Católica “Jesús el Salvador”

**Author:** José Carvajal Villón

### 3.8 ANALYSIS AND INTERPRETATION OF RESULTS

#### 3.8.1 Interview to the principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador”

| PERSONAL INFORMATION OF THE INTERVIEWEE |  |
|---|--|
| Full name                               | Lcdo. Víctor Magallanes Borbor   |
| Degree                                  | Licenciatura en Ciencias de la Educación-Universidad Estatal de Guayaquil.   |
| Experience years                        | He has 20 years of experience in the field of education.   |
| Professional experience                 | <ul style="list-style-type: none"><li>• Teacher at Escuela de Educación Básica “Trece de Abril” from La Libertad.</li><li>• Teacher at Escuela de Educación Básica “José Pedro Varela” from La Libertad.</li><li>• Teacher at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. He has been managing this educational institution for almost eight years.</li></ul> |

**Question 1: Do you consider that English is important in today’s education? Why?**

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador” Lcdo. Víctor Magallanes said that English is very important for the educational development of students. He also said that although the school he manages is not a bilingual educational institution, they want their students to be taught English due to its significance for the higher levels of education. Moreover, the principal mentioned that if students learn English from the scholar period, they will not have lack of English knowledge for their superior studies.

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

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador” mentioned that English classes are based on lesson plans; each lesson is planned in order to improve English learning. The different activities

applied to teach the English language are taken from the book.

**Question 3: Do you think your English teacher applies correct strategies and methods in the development of her classes?**

**Interpretation:** The principal stated that English teacher applies the correct strategies and maintained that the strategies applied in the English lessons are chosen taking into consideration the levels and difficulties that students have.

**Question 4: According to your criteria, how important is vocabulary in the English language learning?**

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador” said that vocabulary is the basis for the learning of any language. He also said that vocabulary is useful for students to practice the language they are learning.

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

**Interpretation:** The principal maintained that the teaching of English language is included from the first grade to the seventh basic year, so he thinks that students’ vocabulary knowledge is good (however, this information had to be verified later through the application of a diagnostic test).

**Question 6: Do you consider that the application of didactic resources could support students from your institution to improve their English vocabulary? Why?**

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica

“Jesús el Salvador” argued convincingly that the application of didactic resources are a great support for teaching English vocabulary. However, he mentioned that it is important to choose the appropriate material according to the subject content and the needs of students.

**Question 7: What kind of didactic materials does your institution provide to your English teacher?**

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador” said that each professor is in charged to elaborate and select the didactic material he/she is going to use in his/her classes. In the case of the English teacher, the principal said that she decides what didactic resources are adequate for teaching vocabulary.

**Question 8: Do you know if the English teacher of your institution has ever worked with didactic materials made of foam for teaching vocabulary?**

**Interpretation:** The principal of Escuela de Educación Básica Particular Católica “Jesús el Salvador” mentioned that didactic materials made of foam have been used in very few situations, but not especially for teaching English vocabulary.

**Question 9: Do you think that foam crafts could contribute students to improve their English vocabulary? Why?**

**Interpretation:** The principal said that foam crafts are very useful for teaching vocabulary. He also maintained that foam is a material easy to find and it is suitable to work with this material in order to elaborate didactic material because it makes them more interesting, visually talking.

**Question 10: Would you support the application of foam crafts to improve the English vocabulary of the students from your institution? Why?**

**Interpretation:** Lcdo. Víctor Magallanes said that he would support the application of foam crafts to improve English vocabulary because it is a motivating way to learn. He also said that in the list of schools supplies they include foam as a resource to work in class.

### **3.8.2 Interview to the English teacher of Escuela de Educación Básica Particular Católica “Jesús el Salvador”.**

| <b>PERSONAL INFORMATION OF THE INTERVIEWEE</b> |   |
|--|---|
| <b>Full name</b>                               | Alexandra Torres Tomalá   |
| <b>Degree</b>                                  | None. However, she is currently pursuing the fourth semester of an English teaching degree at Universidad Estatal de Guayaquil.   |
| <b>Experience years</b>                        | She has 27 years working as an English teacher.   |
| <b>Professional Experience</b>                 | <ul style="list-style-type: none"> <li>• English teacher at Escuela de Educación Básica “Faustino Sarmiento” from La Libertad.</li> <li>• English teacher at Unidad Educativa “Santa Teresita” from La Libertad.</li> <li>• English teacher at Escuela de Educación Básica Particular Católica “Jesús el Salvador” from Santa Elena.</li> </ul> |

**Question 1: Do you consider that vocabulary is important for learning English? Why?**

**Interpretation:** The English teacher of Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Miss Alexandra Torres, said that vocabulary is a requisite to learn English language because words are the basis in the learning of any language.

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

**Interpretation:** the English teacher, Miss Alexandra Torres, mentioned that according to her criteria, students have an acceptable level of English vocabulary knowledge because she is always looking for the most appropriated ways to teach vocabulary and they are always interested in learning.

**Question 3: Do you think that your students enjoy learning English vocabulary in class? Why?**

**Interpretation:** English teacher argues convincingly that students love learning English vocabulary even more than grammar and other English areas.

**Question 4: Does the application of didactic resources could contribute your students to improve their English vocabulary? Why?**

**Interpretation:** Miss Alexandra Torres, English teacher, maintained that the application of didactic resources guarantees the assimilation of vocabulary knowledge because they are highly motivating.

**Question 5: How often do you use didactic resources to teach English vocabulary?**

**Interpretation:** English teacher said that she always uses didactic resources to teach English vocabulary.

**Question 6: What didactic resources do you use to teach vocabulary to your students?**

**Interpretation:** the interviewee teacher said that she uses flashcards not for teaching but to take oral evaluation about the vocabulary she has taught in the previous lessons. Other didactic resources she uses to teach vocabulary are songs,

role plays, and sometimes puppets.

**Question 7: Have you ever used foam crafts to teach English vocabulary to your students?**

**Interpretation:** Miss Alexandra Torres mentioned that she does not work with this material and she does not elaborate her own didactic material. However, she maintained that she asks students to do it as an assignment. Students make flashcards; with the material they want, being foam the most used, in order to use them in the oral evaluation of vocabulary.

**Question 8: Do you consider that foam crafts could support your students to improve their English vocabulary? Why?**

**Interpretation:** English teacher argued convincingly that foam crafts are a great support to teach and learn English vocabulary because they are illustrative and motivating resources for students.

**Question 9: According to your criteria, what are the advantages of using foam crafts to teach English vocabulary?**

**Interpretation:** English teacher said that one of the most important advantages of using foam crafts to teach English vocabulary is the facility that foam crafts offer to students to learn and assimilate the knowledge in a more enjoyable environment. She also maintained that the improvement of English vocabulary knowledge is the result of the manipulation of this kind of didactic resources (foam crafts).

**Question 10: Would you like to use foam crafts to improve the English vocabulary of your students? Why?**

**Interpretation:** English teacher said that she would like to work with this type of didactic resource because it will be incredible that students learn in a different way.

### 3.8.3 Interview to Specialist 1

| PERSONAL INFORMATION OF THE INTERVIEWEE |  |
|---|--|
| <b>Full name</b>                        | Lcda. Jeannette Elizabeth Cevallos Alcívar, MSc.   |
| <b>Degree</b>                           | <ul style="list-style-type: none"> <li>• Licenciatura en Inglés y Lingüística-Universidad Estatal de Guayaquil.</li> <li>• Máster en Educación Superior-Universidad Estatal de Guayaquil.</li> </ul>   |
| <b>Years of Experience</b>              | She has 24 years working as an English teacher; 10 years working in schools, 6 years in high schools and 8 years in university.  |
| <b>Professional Experience</b>          | <ul style="list-style-type: none"> <li>• English teacher at Colegio Giuseppe Garibaldi from Guayaquil.</li> <li>• English teacher at Unidad Educativa Liceo Italiano from Guayaquil (school and then high school).</li> <li>• English professor at Universidad Estatal de Guayaquil.</li> <li>• English profesor at Universidad Estatal Península de Santa Elena.</li> </ul> |

**Question 1: Why do you consider that English is important in today's education?**

**Interpretation:** MSc. Jeannette Cevallos Alcívar considers that English is very important because nowadays, we live in a competitive world. She also considers that English language must be taught in all educational institutions and she points out that we live in a touristic province, so we must know English.

**Question 2: According to your criteria, what is the role of vocabulary in the English language learning?**

**Interpretation:** MSc. Jeannette Cevallos answered that the role of vocabulary in

the English language learning is to know the meaning of new words to apply them in different contexts. She also states that it is important to know vocabulary in order to interact with another people.

**Question 3: What strategies do you apply to teach new vocabulary to your students?**

**Interpretation:** The specialist considered that the implementation of strategies and methods depend on the level of students. In her vast professional experience, she mentioned that showing students pictures of the vocabulary is necessary; for her, children, teenagers, and even adults learn vocabulary best by watching illustrations.

**Question 4: According to your criteria, what are the activities that students like most during the vocabulary instruction?**

**Interpretation:** MSc. Jeannette Cevallos established that during her experience working as an English teacher in a primary school, children loves learning through the application of games or activities that promoted the participation of all students. However, she considered that students from university also like playing games at the moment of learning new vocabulary.

**Question 5: How do you define didactic material?**

**Interpretation:** The specialist answered that didactic materials are the resources that can be applied during the teaching-learning process in order to facilitate the comprehension of any topic. They can be used for introducing a new topic, for practicing or for evaluating students' improvement.

**Question 6: What are the advantages of using didactic material for teaching vocabulary?**

**Interpretation:** She considered that the use of didactic resources is very important for teaching vocabulary. She made the point that the application of didactic resources are advantageous because they can enhance and motivate students to learn and emphasizes that teachers must be creative and apply the resources according to the vocabulary they are teaching. Finally, she claimed that teachers can use technology and ludic materials to upgrade the vocabulary knowledge of their students.

**Question 7: What problems would students have if educators do not apply didactic resources to teach English vocabulary?**

**Interpretation:** The specialist, MSc. Jeannette Cevallos, considers that teachers must use different didactic resources to teach vocabulary. Otherwise, students would have motivational problems for learning vocabulary. Another problem that the specialist mentions is that the teaching and learning could get boring for students. And finally, without the application of didactic resources students could not acquire vocabulary correctly and as a consequence of that, they will not be able to apply vocabulary in the right way.

**Question 8: What is your opinion about the creation and application of didactic material made of foam in the English classes?**

**Interpretation:** MSc. Jeannette Cevallos argues that the use of didactic material depends on the creativity of teachers because they know the environment and the resources that their students may need to facilitate the learning process. Moreover, she claimed that during the period she worked in a school, she used to create their own didactic material using different material, such as, color cardboard, carton,

wood, and others, because it was necessary to illustrate the content of her classes. Finally, she stipulated that foam crafts are a didactic mean for teaching vocabulary and argued that teachers can use their imagination in order to create pictures according to the vocabulary using foam of diverse colors.

**Question 9: What are the advantages of using foam crafts to improve the English vocabulary of students?**

**Interpretation:** MSc. Cevallos answered that the application of foam crafts may help teachers and students in different aspects: the motivation is the primordial aspect because students need to be motivated for learning; and foam crafts promote their visual engagement. The elaboration of pictures or posters with foam benefits students because some of them are visual learners and with foam crafts, students will be immersed in the activities and improve their vocabulary knowledge. Additionally, the specialist stated that foam crafts are beautiful material to teach.

**Question 10: According to your professional experience, why would you recommend the use of foam crafts to teach vocabulary in educational institutions?**

**Interpretation:** MSc. Jeannette Cevallos Alcívar in her answer mentioned that she would recommend the use of foam for elaborating didactic materials because foam is a soft and accessible material and it also has different colors that make more attractive this kind of teaching material. The specialist also maintained that foam crafts are another option for teaching if in a school or high school does not have technological resources. Finally, she concluded the interview saying that foam crafts are a very didactic way for teaching vocabulary and it is a good support for the improvement of this aspect of the English language.

### 3.8.4 Interview to Specialist 2

| PERSONAL INFORMATION OF THE INTERVIEWEE |  |
|---|--|
| <b>Full name</b>                        | Lcda. Vanessa Yagual Borbor  |
| <b>Degree</b>                           | <ul style="list-style-type: none"><li>• Licenciada en Lengua y Lingüística Inglesa- Universidad Estatal de Guayaquil.</li></ul>  |
| <b>Years of Experience</b>              | She has 13 years working as an English teacher in the primary level.   |
| <b>Professional Experience</b>          | <ul style="list-style-type: none"><li>• English teacher at Escuela “Oso del Lago” from La Libertad.</li><li>• English teacher at Unidad Educativa “Rubira” from Salinas.</li></ul> |

**Question 1: Why do you consider that English is important in today’s education?**

**Interpretation:** Lcda. Vanessa Yagual mentioned that learning English is very important because it provides the learner good opportunities for example, international opportunities of job or international studies. She also considered that even though English is not included in the educational curriculums, the English language teaching should be instructed from the beginning levels for a better language acquisition.

**Question 2: According to your criteria, what is the role of vocabulary in the English language learning?**

**Interpretation:** She claimed that the four main English skills are important in the development of this language. However, vocabulary is completely necessary for the acquisition and mastery of the English language and it should be instructed to children from their early ages.

**Question 3: What strategies do you apply to teach new vocabulary to your students?**

**Interpretation:** The interviewee answered that she applies a variety of strategies which involves auditory and visual discrimination exercises, such as, dynamics, songs, games, and others. She made the point that it is always important to combine strategies because there are students that like learning by watching, and others by hearing.

**Question 4: According to your criteria, what are the activities that students like most during the vocabulary instruction?**

**Interpretation:** Lcda. Yagual stated that students like games because they provide students relaxing and enjoyable experiences. The interviewed specialist also mentioned that she always applies games during the practice of vocabulary because games also promote the interaction between teacher and students and promote the active participation of students.

**Question 5: How do you define didactic material?**

**Interpretation:** The specialist pointed out that didactic materials are any kind of strategic or concrete resource or auxiliary material that can be applied during the teaching process and their application is very important. She also cited as an example: for teaching vocabulary about nature it is important to teach it with realia which means going to the real nature.

**Question 6: What are the advantages of using didactic material for teaching vocabulary?**

**Interpretation:** The specialist emphasized that didactic materials are generally colorful and that is the main advantage of using didactic resources for teaching vocabulary because most students like visualizing pictures or illustrations with different colors and assimilate the knowledge in an easier way.

**Question 7: What problems would students have if educators do not apply didactic resources to teach English vocabulary?**

**Interpretation:** Lcda. Vanessa Yagual answered that the application of didactic materials are important during the vocabulary instruction and she mentioned that if teachers do not apply didactic resources, students will not be engaged during this process and, consequently, they will not learn the new words correctly.

**Question 8: What is your opinion about the creation and application of didactic material made of foam in the English vocabulary classes?**

**Interpretation:** The interviewee stated that the application of any didactic resource is important for improving the teaching-learning process. In the case of didactic material made of foam, she mentioned that she has designed and created her own didactic material and she has also used foam as the main resource for its elaboration. According to her criteria, the creation of material made of foam provides to the creator the opportunity to present students a variety of resources according to the topics that are included in the curriculums.

**Question 9: What are the benefits of using foam crafts to improve the English vocabulary of students?**

**Interpretation:** The interviewed specialist determined that foam crafts or didactic material made of foam contributes to the visualization of the vocabulary content. Moreover, she claimed that the elaboration of foam crafts is not expensive because this kind of material is economically accessible to people and she considered that this is a benefit of using foam crafts and in the context of vocabulary instruction she determined that foam crafts are motivational resources which can be used to catch students' attention.

**Question 10: According to your professional experience, why would you recommend the use of foam crafts to teach vocabulary in educational institutions?**

**Interpretation:** Finally, Lcda. Vanessa Yagual recommended the application of this kind of didactic resource because they are colorful and contribute to the engagement of students during the vocabulary teaching process and teachers should be more aware about the importance of innovating the way of introducing new vocabulary and foam crafts are an excellent option.

### 3.8.5 Interview to Specialist 3

| PERSONAL INFORMATION OF THE INTERVIEWEE |   |
|---|---|
| <b>Full name</b>                        | Lcda. Vanessa Ortiz Quinde  |
| <b>Degree</b>                           | <ul style="list-style-type: none"> <li>Licenciada en Lengua y Lingüística-Mención en Inglés-Universidad Estatal de Guayaquil.</li> </ul>  |
| <b>Years of Experience</b>              | She has 10 years working as an English teacher in the primary level. Additionally, she has attended four modules of English language at CELEX-ESPOL.                                  |
| <b>Professional Experience</b>          | <ul style="list-style-type: none"> <li>English teacher at Unidad Educativa Academia Naval Capitán Leonardo Abad Guerra - General Coordinator of the English language Area.</li> </ul> |

**Question 1: Why do you consider that English is important in today's education?**

**Interpretation:** The interviewed specialist claimed that learning English is really important and it is more important in a touristic country as Ecuador to learn this language because of the great number of visits of English-speaking foreigners in our country. Therefore, learning English has become a necessity in our province and its citizens need to speak it fluently in order to establish an adequate communicative process with English tourists.

**Question 2: According to your criteria, what is the role of vocabulary in the English language learning?**

**Interpretation:** Lcda. Vanessa Ortiz stated that learning vocabulary is the basis for the correct acquisition of the English language because it is the main aspect for the oral and written production of the language and teachers should make more emphasis on its instruction.

**Question 3: What strategies do you apply to teach new vocabulary to your students?**

**Interpretation:** The specialist established that she always applies a variety of strategies at the moment of teaching vocabulary which involves the use of pictures, cards, posters, and other resources. These strategies are applied for teaching and practicing vocabulary and then combine them with the practice of the other English skills.

**Question 4: According to your criteria, what are the activities that students like most during the vocabulary instruction?**

**Interpretation:** Lcda. Vanessa Ortiz mentioned that students like role plays for the practice of English vocabulary. She claimed that students love playing roles that represent different characters and then perform those role plays in front of the class or in other public performances. Through oral activities like role plays, students have the possibility to apply the vocabulary they have learnt previously.

**Question 5: How do you define didactic material?**

**Interpretation:** Miss Ortiz defined didactic material as the extra material that every teacher must use because if teachers do not have the key material to teach in their classes, the students' language acquisition will not be successful.

**Question 6: What are the advantages of using didactic material for teaching vocabulary?**

**Interpretation:** The interviewed expert stated that one of the main advantages of using didactic material is that its application makes easier the English language teaching and learning process. Additionally, she mentioned that the use of didactic resources facilitates the comprehension of the class and thus, the objectives of the lesson will be achieved correctly.

**Question 7: What problems would students have if educators do not apply didactic resources to teach English vocabulary?**

**Interpretation:** Lcda. Ortiz claimed that in her vast professional experience, she has noticed that students like learning through interesting activities and these activities should include any didactic resource. She also claimed that students will not be engaged and their motivation will be low if there is not any resource in the teaching process. As a consequence, the development of the English language will not be successful.

**Question 8: What is your opinion about the creation and application of didactic material made of foam in the English vocabulary classes?**

**Interpretation:** The specialist answered that the creation of didactic material made of foam is advantageous because it provides teachers the opportunity to select and adapt the didactic material according to the real necessities of students. Moreover, this kind of didactic resource engages students to the vocabulary instruction process through the illustration of colorful pictures.

**Question 9: What are the benefits of using foam crafts to improve the English vocabulary of students?**

**Interpretation:** As it was determined before, the specialist considered that foam crafts or foam didactic material promotes the visual attraction of students for the vocabulary acquisition. Students can also be motivated and they will obviously increase their desire to participate in the vocabulary activities. Finally, she mentioned that foam crafts are didactic means which may facilitate the achievement of educational objectives.

**Question 10: According to your professional experience, why would you recommend the use of foam crafts to teach vocabulary in educational institutions?**

**Interpretation:** Lcda. Vanessa Ortiz answered that foam crafts should be implemented in the vocabulary teaching process due to their benefits (mentioned previously) and teachers should take them into account because it is always essential to innovate the teaching strategies.

### 3.8.6 Interview to Specialist 4

| PERSONAL INFORMATION OF THE INTERVIEWEE |   |
|---|---|
| <b>Full name</b>                        | Pamela Loor Faggioni  |
| <b>Degree</b>                           | None. However, she is currently pursuing the eighth semester of an English teaching degree at Universidad Técnica Particular de Loja                      |
| <b>Years of Experience</b>              | She has worked as an English teacher in the primary level for almost 5 years.   |
| <b>Professional Experience</b>          | <ul style="list-style-type: none"> <li>• English teacher at Unidad Educativa “Jefferson”</li> <li>• Owner of the Center “Aventuras en Pañales”</li> </ul> |

**Question 1: Why do you consider that English is important in today’s education? Why?**

**Interpretation:** Miss Pamela Loor considered that English is a language that people need to master because of its immense value for their personal,

professional and academic success. Speaking English offers many opportunities to speakers, for example, they can travel to an English-speaking country and communicate fluently.

**Question 2: According to your criteria, what is the role of vocabulary in the English language learning?**

**Interpretation:** The interviewee considered that vocabulary is the fundamental part in the acquisition process of a new language. That is why, learners need to have vast or at least certain vocabulary knowledge of the target language in order to be able to listen, speak, read and write.

**Question 3: What strategies do you apply to teach new vocabulary to your students?**

**Interpretation:** The interviewed expert mentioned that in her teaching center, she and her auxiliary teachers apply different strategies in order to develop the language of children. The use of pictures is the most applied strategy because students can comprehend in an easier way the meaning of new words.

**Question 4: According to your criteria, what are the activities that students like most during the vocabulary instruction?**

**Interpretation:** According to her experience, the specialist answered that students like singing songs and games. She believes that those activities guarantee the participation of students during the teaching of new vocabulary. In the case of games, she stated that games are helpful for the inclusion of all students; even shy students are caught to the teaching process through the application of games that promote the academic and social development.

**Question 5: How do you define didactic material?**

**Interpretation:** Miss Pamela Loor stated that in her teaching center, her instruction is based on the Montessori Method which is mainly about the application of concrete and didactic material for the development and improvement of different aspects of children, such as, fine and gross motor skills in very young children and problem solving and critical thinking skills in older children. Based on that explanation, she defined didactic materials as all the extra or additional resources that teachers or instructors use in order to present in an illustrative way the content of a subject topic in order to practice or enhance different children' skills.

**Question 6: What are the advantages of using didactic material for teaching vocabulary?**

**Interpretation:** The specialist mentioned that the application of didactic material contributes to catch the attention and interest of all students during the lessons. She also claimed that most students learn by watching pictures, posters, charts, and others and that is a fundamental reason of applying extra resources in the teaching process.

**Question 7: What problems would students have if educators do not apply didactic resources to teach English vocabulary?**

**Interpretation:** The interviewee claimed that the application of didactic resources in the process of teaching and learning, not just for vocabulary but for any other area of language, is essential. On the contrary, students would be boring during the English lessons and therefore, the low level of students' motivation affects the acquisition of such important language as English.

**Question 8: What is your opinion about the creation and application of didactic material made of foam in the English vocabulary classes?**

**Interpretation:** The interviewed specialist stated that the creation of didactic material is beneficial because material developers can choose the best way to illustrate the content of a subject; they can adapt the information and then present them to students, taking into account the real necessities of learners. In the case of didactic means, she mentioned that foam is used in almost all educational institutions for the development of didactic material because it is a material of diverse colors and textures. In the center “Aventuras en Pañales” she has designed and elaborated a variety of resources made of foam, such as stories, flashcards, charts, and others in order to engage children in the learning process.

**Question 9: What are the benefits of using foam crafts to improve the English vocabulary of students?**

**Interpretation:** Taking her experience into consideration in the development and application of foam didactic material, she established that they are excellent for catching the interest of children for working on the activities. For example, with foam stories, students want to participate telling the story according to what they see in the foam pictures.

**Question 10: According to your professional experience, why would you recommend the use of foam crafts to teach vocabulary in educational institutions?**

**Interpretation:** Miss Pamela Loor, recommended the creation and application of foam crafts due to their pedagogical benefits. She also mentioned that students can increase their motivation and desire of learning something new and although their creation takes time, teachers can also develop their creativity.

**3.8.7 Survey to students of seventh basic year of Escuela de Educación Básica Particular Católica “Jesús el Salvador”.**

**Question 1: How do you consider English vocabulary?**

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

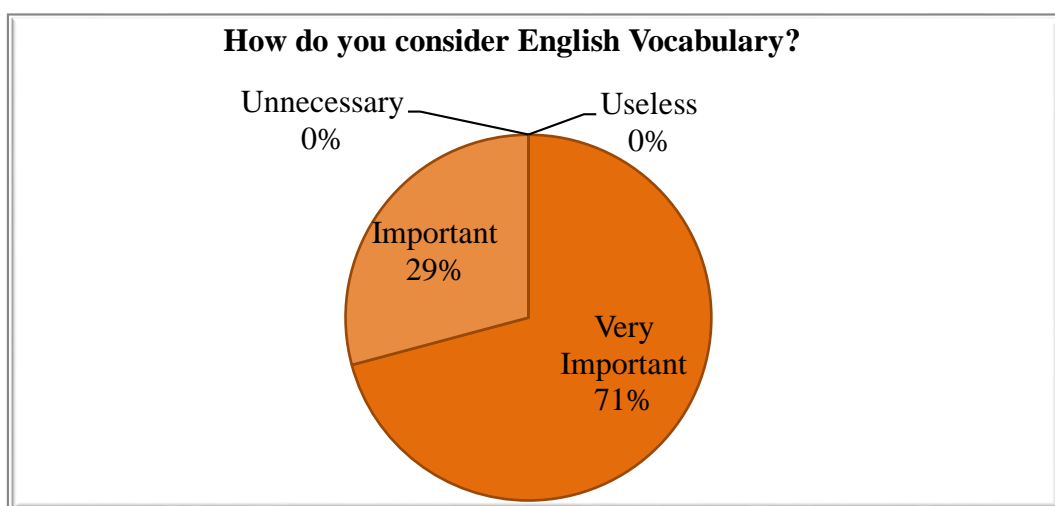
**Chart N° 6: Importance of English Vocabulary**

| ALTERNATIVES   | FREQUENCY | PERCENTAGE  |
|----------------|-----------|-------------|
| Very important | 17        | 71%         |
| Important      | 7         | 29%         |
| Unnecessary    | 0         | 0%          |
| Useless        | 0         | 0%          |
| <b>TOTAL</b>   | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 1: Importance of English Vocabulary**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** According to the data, most students considered that English vocabulary is very important for learning English.

**Question 2: How can you describe your English vocabulary knowledge?**

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

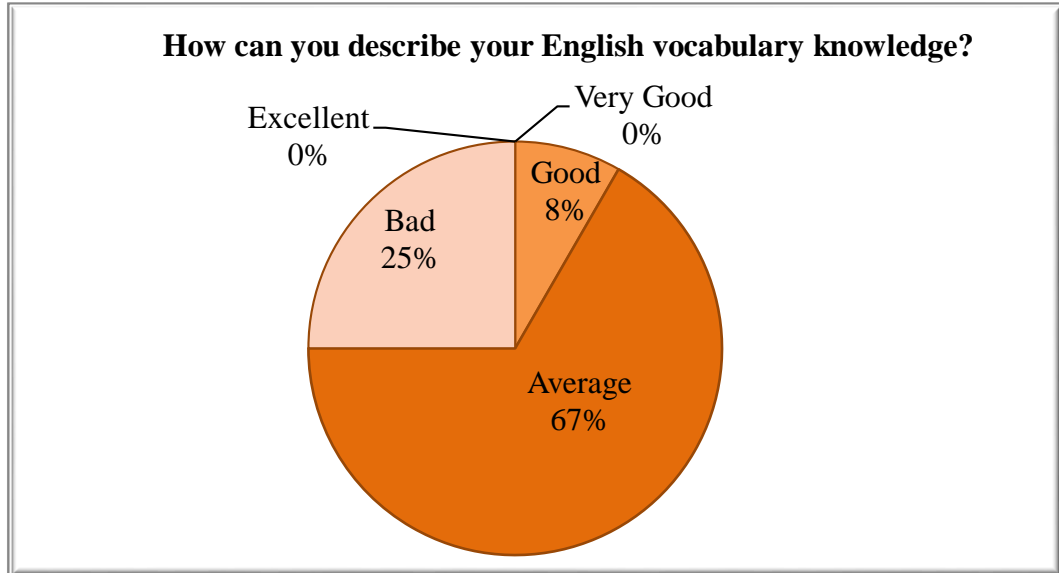
**Chart N° 7: Students' Opinion about their English Vocabulary**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Excellent    | 0         | 0%          |
| Very good    | 0         | 0%          |
| Good         | 2         | 8%          |
| Average      | 16        | 67%         |
| Bad          | 6         | 25%         |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

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



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** As the graphic describes, most students (67%) considered that their English vocabulary knowledge is average; 25% of students considered that their vocabulary is bad and 8% of them considered their vocabulary as good.

**Question 3: Do you think that learning English vocabulary is fun?**

**Objective:** To determine the opinion of students about if learning vocabulary is fun.

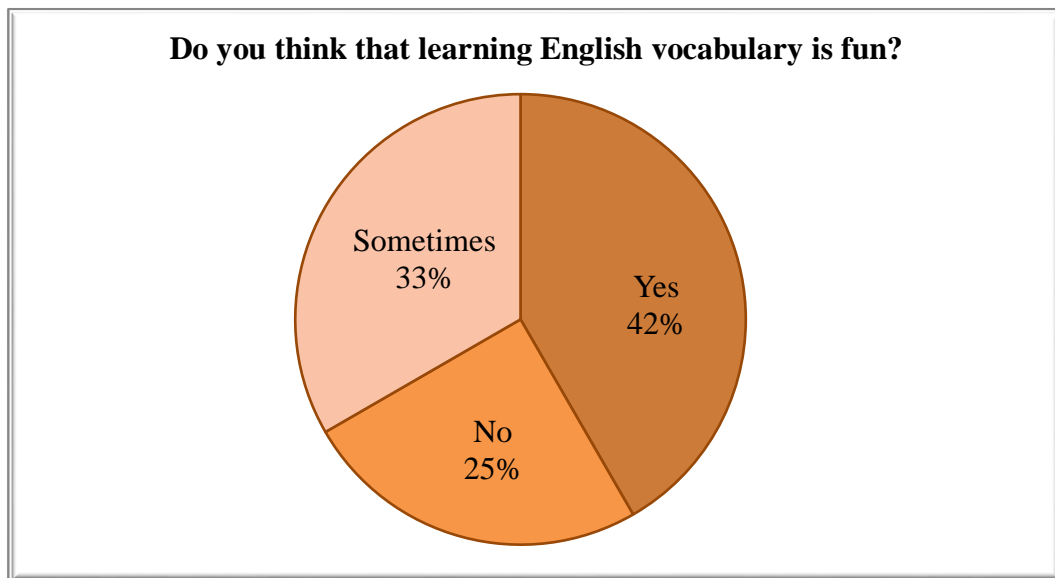
**Chart N° 8: Appreciation of Students about English Vocabulary**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Yes          | 10        | 42%         |
| No           | 6         | 25%         |
| Sometimes    | 8         | 33%         |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 3: Appreciation of Students about English Vocabulary**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** According to the information, most students (42%) considered that learning vocabulary is fun. The other part of (33%) mentioned that sometimes learning English vocabulary is fun. And finally, 25% of students considered that English vocabulary learning is not an enjoyable task.

**Question 4: Do you consider that the application of didactic resources could support you to improve your English vocabulary?**

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

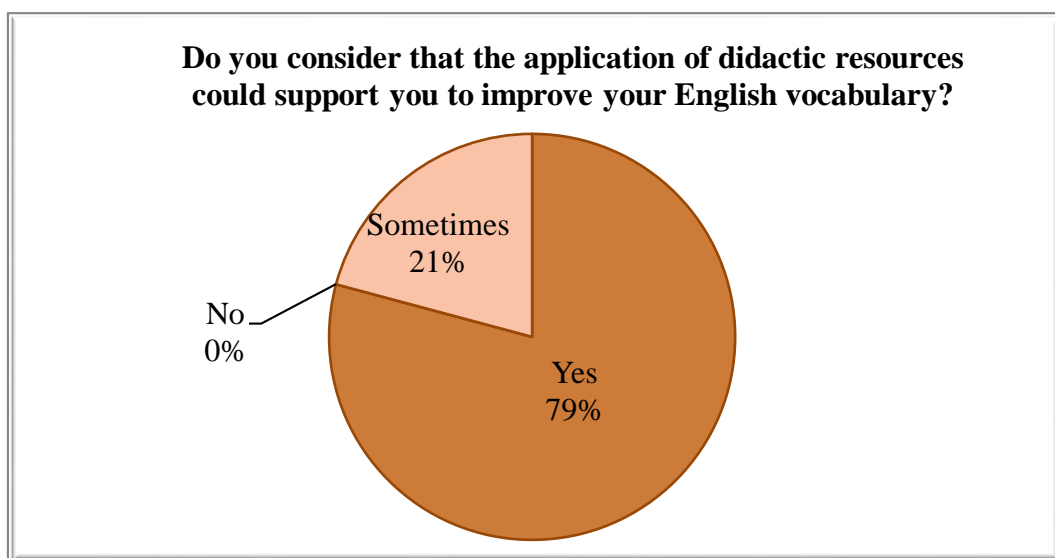
**Chart N° 9: Usefulness of Didactic Resources**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Yes          | 19        | 79%         |
| No           | 0         | 0%          |
| Sometimes    | 5         | 21%         |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 4: Usefulness of Didactic Resources**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** As the graphic shows, more than three quarters of students (79%) considered that the application of didactic resources could support the improvement of vocabulary learning and the other 21% recognized that the use of didactic material sometimes could help them to learn vocabulary.

**Question 5: How often does your teacher use didactic resources to teach English vocabulary?**

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

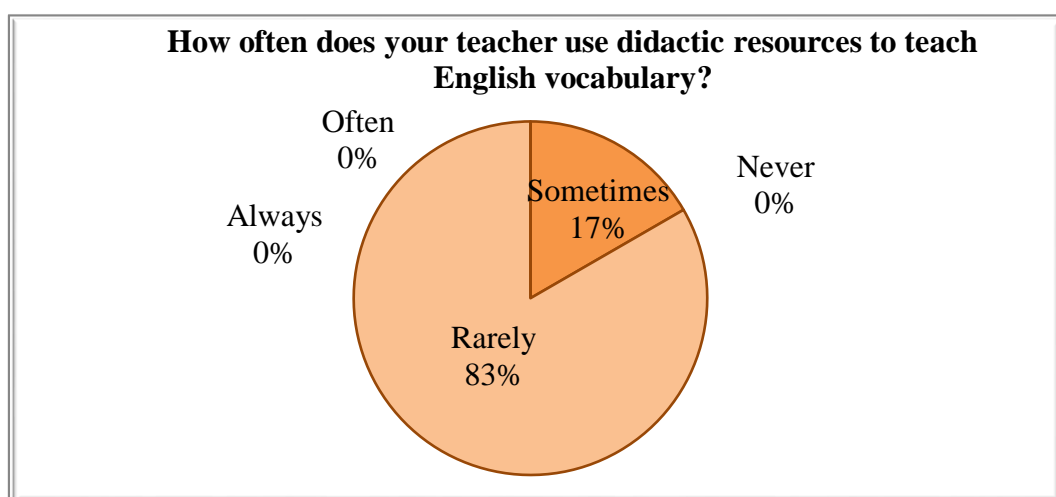
**Chart N° 10: Frequency of Didactic Resources Used by the Teacher**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Always       | 0         | 0%          |
| Often        | 0         | 0%          |
| Sometimes    | 4         | 17%         |
| Rarely       | 20        | 83%         |
| Never        | 0         | 0%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. "Jesús el Salvador"

**Author:** José Carvajal Villón

**Graphic N° 5: Frequency of Didactic Resources Used by the Teacher**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. "Jesús el Salvador"

**Author:** José Carvajal Villón

**Interpretation:** Taking into account the information, 83% of students mentioned that their teacher rarely uses didactic materials to teach vocabulary and 17% of them mentioned that sometimes their teacher uses didactic resources in their vocabulary lessons.

**Question 6: Which of these didactic resources does your teacher use to teach English vocabulary?**

**Objective:** To identify which didactic resources students are taught English vocabulary with.

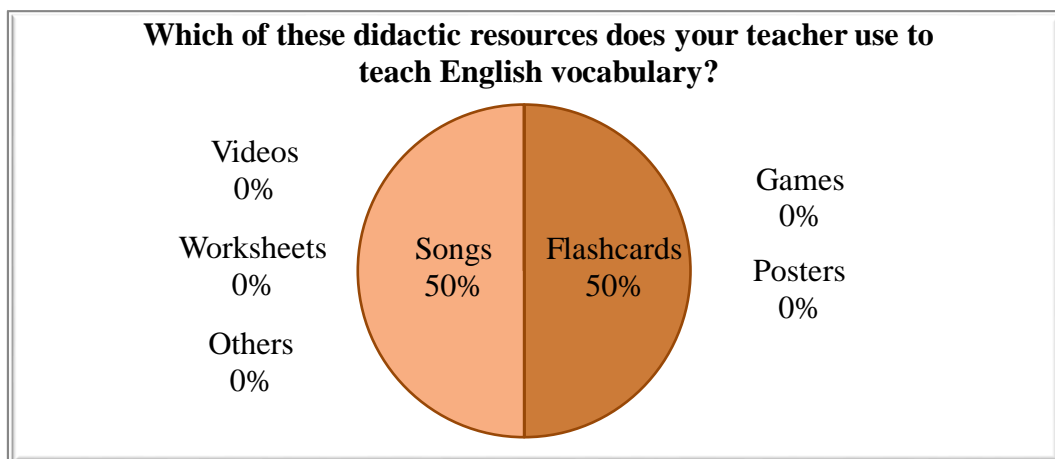
**Chart N° 11: Types of Vocabulary Resources used by the Teacher**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Posters      | 0         | 0%          |
| Flashcards   | 24        | 50%         |
| Worksheets   | 0         | 0%          |
| Games        | 0         | 0%          |
| Songs        | 24        | 50%         |
| Videos       | 0         | 0%          |
| Others       | 0         | 0%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 6: Types of Vocabulary Resources used by the Teacher**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** This question had multiple options; students could select more than one answer. All the students recognized that teacher uses flashcards and songs for teaching vocabulary.

In order for students to answer the next four questions, they received a brief explanation of what foam crafts are; their characteristics and their benefits.

**Question 7: Have you ever worked with foam crafts to improve your English vocabulary?**

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

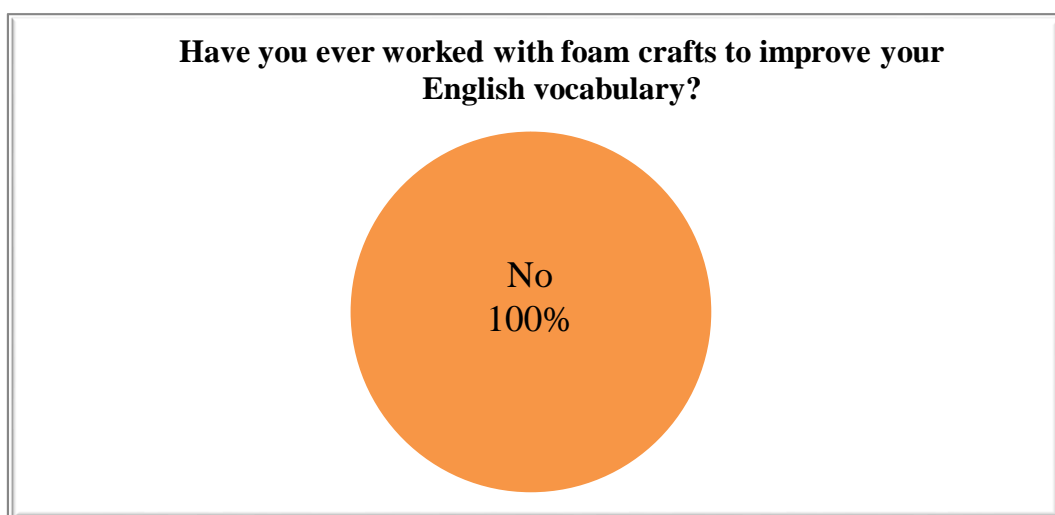
**Chart N° 12: Use of Foam Crafts for Vocabulary Teaching**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Yes          | 0         | 0%          |
| No           | 24        | 100%        |
| Rarely       | 0         | 0%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 7: Use of Foam Crafts for Teaching Vocabulary**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** 100% of students have never worked with foam crafts in order to improve their English vocabulary.

**Question 8: Which of these characteristics should foam crafts have?**

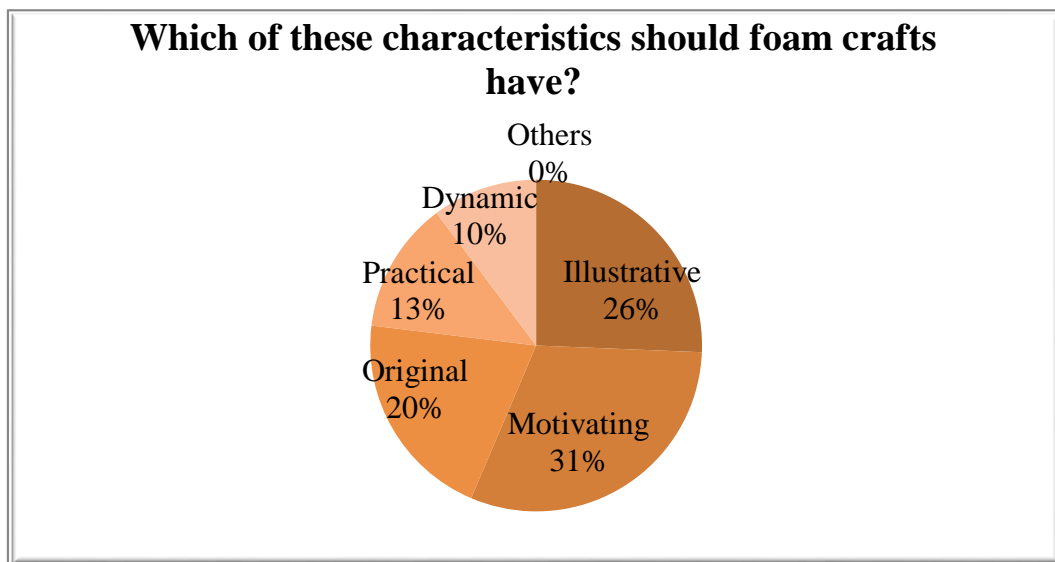
**Objective:** To identify the opinion of students about what characteristics foam crafts should have.

**Chart N° 13: Characteristics of Foam Crafts**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Illustrative | 20        | 26%         |
| Motivating   | 24        | 31%         |
| Original     | 16        | 20%         |
| Practical    | 10        | 13%         |
| Dynamic      | 8         | 10%         |
| Others       | 0         | 0%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”  
**Author:** José Carvajal Villón

**Graphic N° 8: Characteristics of Foam Crafts**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”  
**Author:** José Carvajal Villón

**Interpretation:** This question also had multiple options; students could select more than one answer. 31% of students recognized that foam crafts can be motivating, 26% illustrative, 20% original, 13% practical and 10% dynamic.

**Question 9: Do you consider that foam crafts could support you to improve your English vocabulary?**

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

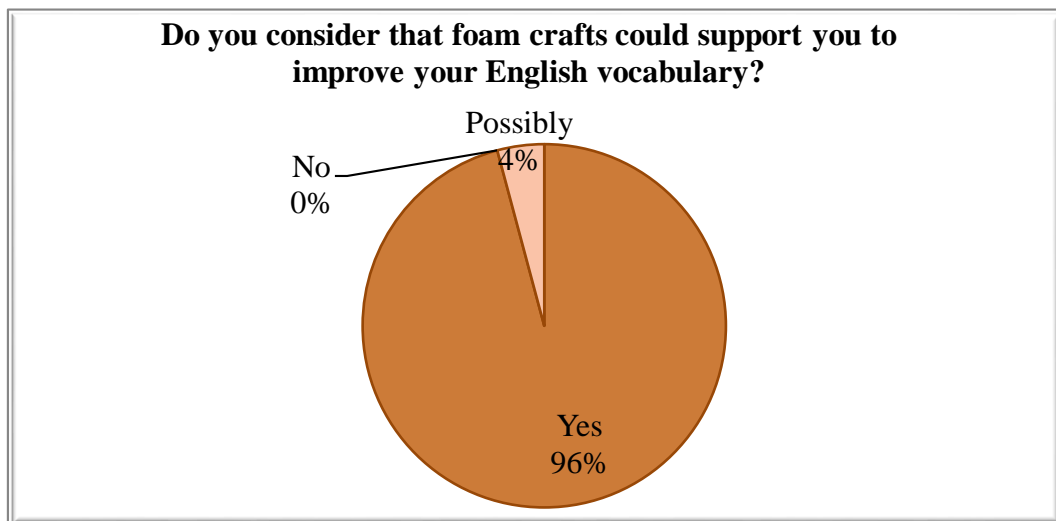
**Chart N° 14: Opinions of Foam Crafts to Support English Vocabulary**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Yes          | 23        | 96%         |
| No           | 0         | 0%          |
| Possible     | 1         | 4%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 9: Opinions of Foam Crafts to Support English Vocabulary**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** As the data shows, almost all students (96%) considered that foam crafts could support to improve their English vocabulary knowledge. And just one student answered that foam crafts could possible help them to learn vocabulary.

**Question 10: Would you like to use foam crafts to improve your English vocabulary?**

**Objective:** To determine the criteria of students about their desire of using foam crafts for improving their English vocabulary.

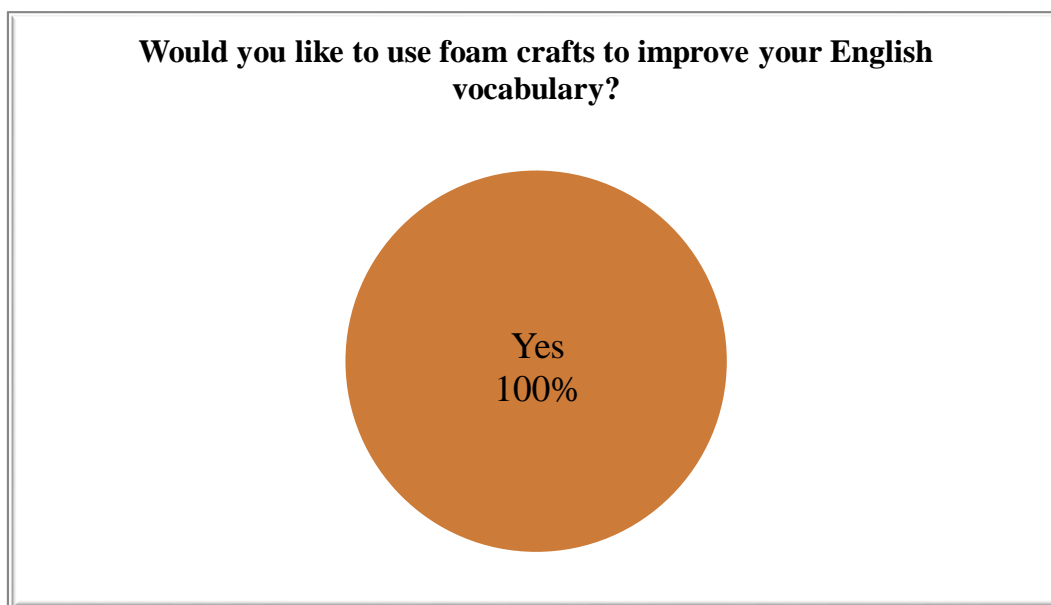
**Chart N° 15: Willingness Criteria of Students to Use Foam Crafts**

| ALTERNATIVES | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Yes          | 24        | 100%        |
| No           | 0         | 0%          |
| Maybe        | 0         | 0%          |
| <b>TOTAL</b> | <b>24</b> | <b>100%</b> |

**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Graphic N° 10: Willingness Criteria of Students to Use Foam Crafts**



**Source:** Surveys from seventh basic year students at E.E.B.P.C. “Jesús el Salvador”

**Author:** José Carvajal Villón

**Interpretation:** All students (100%) expressed in the survey their desire to work with foam crafts in order to improve their English vocabulary knowledge.

### 3.8.8 STUDENTS' SURVEY-RESULT CHART

Chart N° 16: Students' Survey Results

| N° | QUESTION   | ALTERNATIVES   | FREQUENCY | %   | TOTAL | TOTAL % |
|----|--|----------------|-----------|-----|-------|---------|
| 1  | How do you consider English Vocabulary?  | Very Important | 17        | 71% | 24    | 100%    |
|    |  | Important      | 7         | 29% |       |         |
|    |  | Unnecessary    | 0         | 0%  |       |         |
|    |  | Useless        | 0         | 0%  |       |         |
| 2  | How can you describe your English vocabulary knowledge?  | Excellent      | 0         | 0%  | 24    | 100%    |
|    |  | Very Good      | 0         | 0%  |       |         |
|    |  | Good           | 2         | 8%  |       |         |
|    |  | Regular        | 16        | 67% |       |         |
|    |  | Bad            | 6         | 25% |       |         |
| 3  | Do you think that learning English vocabulary is fun?  | Yes            | 10        | 42% | 24    | 100%    |
|    |  | No             | 6         | 25% |       |         |
|    |  | Sometimes      | 8         | 33% |       |         |
| 4  | Do you consider that the application of didactic resources could support you to improve your English vocabulary? | Yes            | 19        | 79% | 24    | 100%    |
|    |  | No             | 0         | 0%  |       |         |
|    |  | Sometimes      | 5         | 21% |       |         |
| 5  | How often does your teacher use didactic resources to teach English vocabulary?                                  | Always         | 0         | 0%  | 24    | 100%    |
|    |  | Often          | 0         | 0%  |       |         |
|    |  | Sometimes      | 4         | 17% |       |         |
|    |  | Rarely         | 20        | 83% |       |         |
|    |  | Never          | 0         | 0%  |       |         |

| Nº | QUESTION   | ALTERNATIVES | FREQUENCY | %    | TOTAL | TOTAL % |
|----|--|--------------|-----------|------|-------|---------|
| 6  | Which of these didactic resources does your teacher use to teach English vocabulary?   | Posters      | 0         | 0%   | 24    | 100%    |
|    |  | Flashcards   | 24        | 50%  |       |         |
|    |  | Worksheets   | 0         | 0%   |       |         |
|    |  | Games        | 0         | 0%   |       |         |
|    |  | Songs        | 24        | 50%  |       |         |
|    |  | Videos       | 0         | 0%   |       |         |
|    |  | Others       | 0         | 0%   |       |         |
| 7  | Have you ever worked with foam crafts to improve your English vocabulary?              | Yes          | 0         | 0%   | 24    | 100%    |
|    |  | No           | 24        | 100% |       |         |
|    |  | Rarely       | 0         | 0%   |       |         |
| 8  | Which of these characteristics should foam crafts have?                                | Illustrative | 20        | 26%  | 24    | 100%    |
|    |  | Motivating   | 24        | 31%  |       |         |
|    |  | Original     | 16        | 20%  |       |         |
|    |  | Practical    | 10        | 13%  |       |         |
|    |  | Dynamic      | 8         | 10%  |       |         |
|    |  | Others       | 0         | 0%   |       |         |
| 9  | Do you consider that foam crafts could support you to improve your English vocabulary? | Yes          | 23        | 96%  | 24    | 100%    |
|    |  | No           | 0         | 0%   |       |         |
|    |  | Possibly     | 1         | 4%   |       |         |
| 10 | Would you like to use foam crafts to improve your English vocabulary?                  | Yes          | 24        | 100% | 24    | 100%    |
|    |  | No           | 0         | 0%   |       |         |
|    |  | Maybe        | 0         | 0%   |       |         |

**Source:** Survey from seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”

**Author:** José Carvajal Villón

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

The results showed that students consider that English vocabulary is important for learning English language. However, most of them mentioned that their English vocabulary knowledge is average; others recognized that it is bad and just few considered that they have good knowledge of vocabulary. Most students also expressed that learning vocabulary is an enjoyable task but some of them considered, otherwise, it is not enjoyable at all. For almost all students, the application of didactic resources contributes to learn vocabulary in a more didactic way. Nevertheless, most of them mentioned that their English teacher rarely uses didactic material to enhance their vocabulary and in the rare situations teacher uses didactic resources the most used are flashcards and songs.

Moreover, students argued that they have never been taught vocabulary with foam crafts or didactic material made of foam. Additionally, they determined that using foam crafts could support the betterment of their English vocabulary. Finally, they expressed their desire to work with foam crafts during the English classes to learn vocabulary.

### 3.8.10 Observation Class

| GENERAL INFORMATION  |  |                              |
|--|--|------------------------------|
| <b>Observer:</b> José Carvajal Villón.   | <b>Institution:</b> Escuela de Educación Básica Particular Católica “Jesús el Salvador”. |                              |
| <b>Observed Teacher:</b> Alexandra Torres.   | <b>Course:</b> Seventh Basic Year.   |                              |
| <b>Date:</b> October 26 <sup>th</sup> , 2015   | <b>Beginning time:</b> 11H45   | <b>Finishing time:</b> 12H25 |
| <b>Objective:</b> To evaluate the teacher’s strategies and methodology applied to develop English vocabulary in a daily class. |  |                              |

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

**Author:** José Carvajal Villón

### **3.8.11 Analysis of the Observation Class**

The observation guide was carried out with the purpose of evaluating the strategies that the English teacher of Escuela de Educación Básica Particular Católica “Jesús el Salvador” applies to develop vocabulary of students of seventh basic year. The observation was carried out on October 26<sup>th</sup>, 2015 and it was useful to determine that the procedure of teaching vocabulary is not followed by the teacher. Escuela de Educación Básica Particular Católica “Jesús el Salvador” has just one English teacher for all courses, therefore, just one English teacher was observed. Additionally, there is just one seventh basic course with twenty-four students. The observation class was recorded in order to have evidences and being played later in order to provide a more valid and detailed analysis of a vocabulary lesson and failures and problems during this process.

First of all, teacher started the class without establishing the objectives of the lesson and the introduction of the vocabulary class was not clear. Students were not engaged to the topic of the class with any dynamic or motivating activity. Furthermore, students did not have the opportunity to listen to the correct pronunciation of vocabulary and do drilling exercises which are important for acquiring a good pronunciation because the English teacher solely asked for some volunteers in order to write words on the board. Unfortunately, the volunteers made mistakes at the moment of writing the words on the board that means that students did not know the correct spelling of the vocabulary words.

Moreover, the only resources that teacher used were the students’ English book and the board. There was any application of material to introduce and practice the vocabulary words: obviously, the use of permanent resources like in this case the board and English book are not motivating for students so they did not demonstrate interest for working in class. Finally, teacher did not evaluate students and did not provide any feedback. This became a problem because there was not any way to verify if students learnt the vocabulary adequately.

## **3.9 CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1 Conclusions**

- The English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador” has not been developed satisfactorily and it is important to make emphasis that vocabulary is necessary for the development and improvement of the English language skills.
- The application of didactic resources is vital for the betterment of English vocabulary teaching and learning because its use into the vocabulary lessons may increase the interest and motivation of students for learning new words that are useful for the production of the target language.
- The application of foam crafts will be useful for the improvement of English vocabulary because they are a different and didactic way to learn new vocabulary and because they are engaging and may get students involved in the vocabulary lessons.

### **3.9.2 Recommendations**

- It is recommended to implement strategies that promote the enhancement of English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”.
- It is important that teachers apply didactic resources to teach English vocabulary because they are useful tools that can be employed to promote the learning of vocabulary, an essential part for learning English language.
- It is recommended to keep in mind that the application of foam crafts will be a useful, didactic and motivating tool for upgrading the vocabulary learning in students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”.

## CHAPTER IV

### THE PROPOSAL

#### 4.1 INFORMATIVE DATA

##### 4.1.1 Title of the Proposal

“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR CATÓLICA “JESÚS EL SALVADOR”, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”.

##### 4.1.2 Executing Institution

Escuela de Educación Básica Particular Católica “Jesús el Salvador”.

##### Illustration N° 2: E.E.B. Particular Católica "Jesús el Salvador"



**Source:** Escuela de Educación Básica Particular Católica “Jesús el Salvador”

**Author:** José Carvajal Villón

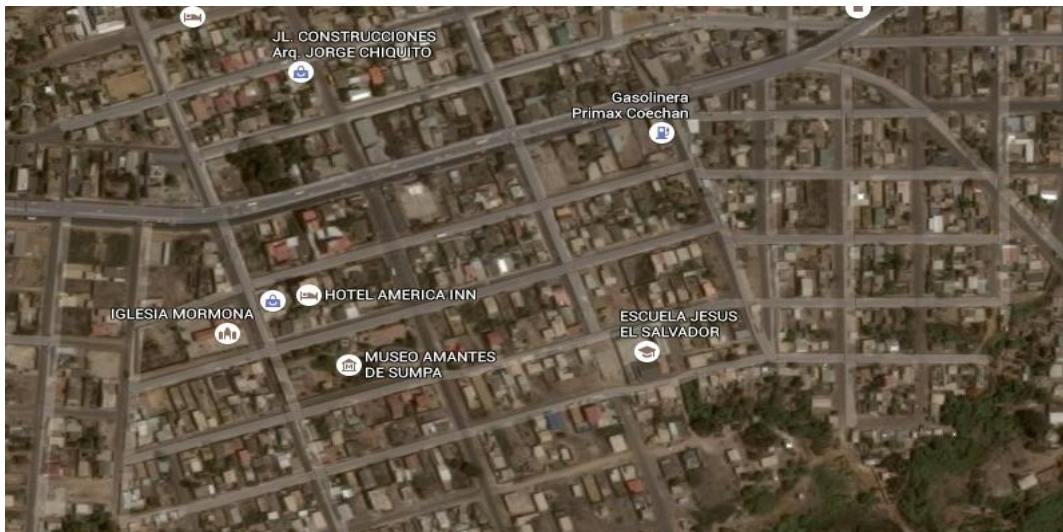
##### 4.1.3 Beneficiaries

Students of seventh basic year, English teacher and principal

#### 4.1.4 Location

Santa Elena, Santa Elena Province-“Los Ceibos” neighborhood

#### Illustration N° 3: Location of E.E.B. Particular Católica "Jesús el Salvador"



**Source:** <https://www.google.com.ec/maps/@-2.2333978,-80.8672768,742m/data=!3m1!1e3>

#### 4.1.5 Estimated time for Execution

Three months

#### 4.1.6 Responsibles

**Author:** José Antonio Carvajal Villón

**Advisor:** Ing. Sandra Caamaño López, MSc.

#### 4.1.7 Budget

\$ 2,136 .00 (American dollars)

## 4.2 PROPOSAL BACKGROUND

According to Carrillo Syrja (2011) the past decade has seen vast changes in the field of education that have included an explosion in information and resources. The application of traditional teaching methods and strategies in the field of English language teaching affects negatively in the learning process results of students and, unfortunately, the objectives are not achieved.

English language is divided into the following skills: listening, speaking, reading and writing that need to be practiced constantly in order to master them. However, this language also has sub-skills, such as, pronunciation, grammar, and the focus of this investigation: vocabulary. These sub-skills are also important to be developed during the English language course because all of them are linked each other or, in other words, each skill needs of the others to be practiced; for instance, for writing, learners need to know vocabulary, for speaking, learners also need vocabulary and have a good pronunciation in order to be understood.

Since it was first observed during the teaching practice period, the non use of didactic material for teaching vocabulary produced severe problems for students; they do not feel engaged with the vocabulary lessons and this provided the idea to solve this problem. Vocabulary is considered an English sub-skill but the point is that without vocabulary any of the primary skills could be developed. Therefore, as a result of the execution of this investigation it was concluded that vocabulary is a primordial aspect in the English language acquisition.

The proposal: “Foam crafts to improve English vocabulary for the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena province, 2015-2016” attempts to improve the English vocabulary learning of the students previously mentioned as a demand for the mastery of the English language. Furthermore, according to Muñoz (2014)

teachers need to choose activities with a focus on learning vocabulary and these activities need to be centered on form and oral production as positive for their learning. Therefore, this investigation was basically designed following strategies and activities for teaching vocabulary in an engaging and dynamic way in order to incentive students to learn new vocabulary. The content of this proposal is based on the vocabulary contents of each unit from “My Mew Puppets” English book.

### **4.3 SIGNIFICANCE**

Knowing that vocabulary is essential for the development of learners’ English skills, Nation (2001) mentions that “vocabulary learning is not a goal in itself; it is done to help learners listen, speak, read, or write more effectively” (p. 362). Hence, learning English language depends on learning its vocabulary. Following this assumption, Reza (2012) considers that “students need lots of target language vocabulary to be able to tackle successfully both production and comprehension activities in the target language” (p. 197). In other words, the necessity of knowing vocabulary is considerable and students need it in order to succeed in their English language courses.

Once the relevance of vocabulary for the acquisition of English language has been established, it is fundamental to keep in mind that an effective learning of vocabulary depends on the application of strategies that requires the use of resources for upgrading the vocabulary learning process. The present investigation allowed knowing the importance of using didactic resources for teaching vocabulary. These didactic resources may be elaborated from diverse types of materials that teachers can find. There are didactic resources made of wood, plastic, cartoon, or any other material that is in the environment. This work is focused on foam crafts or didactic materials made of foam. The application of foam crafts has the purpose of improving the English vocabulary acquisition due to the various characteristic and benefits they provide to teachers and students.

## **4.4 OBJECTIVES**

### **4.4.1 General Objective**

To improve English vocabulary through the application of foam crafts for students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena province, 2015-2016.

### **4.4.2 Specific Objectives**

- To evaluate students through the application of a test in order to determine their level of vocabulary knowledge.
- To determine the best strategies for teaching English vocabulary to students of seventh basic year.
- To design, create, and apply foam crafts in order to engage students of seventh basic year at Escuela de Educación Básica Particular Católica “Jesús el Salvador” in the English vocabulary lessons.
- To evaluate students of seventh basic year through the application of a final test in order to establish their vocabulary knowledge improvement.

## **4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

### **4.5.1 Didactic Materials**

Mazgon and Stefanc (2012) in their publication establish that “educational materials can be defined as the didactically adapted materials that teachers can use during the teaching process as teaching materials” (p. 171). The use of didactic resources into the classroom helps students in the context that they facilitate the learning of the topic they are studying. Didactic resources are designed and

applied for students who are acquiring or revising their knowledge with their support, these materials are learning materials or learning sources.

#### 4.5.2 Foam Crafts

Foam crafts are didactic materials made of foam; these resources are designed with the purpose to present them to students in their lessons and activate their interest for learning English vocabulary. For making foam crafts, it is essential the desire and creativity of teachers because they will be used in the different stages of the teaching-learning process according to the necessities of learners. Creativity plays a significant role in the design of these teaching materials because developers of foam crafts need the capacity to reproduce physically the material they have in their minds.

**Illustration N° 4: Foam Crafts**



**Source:** Design of the Proposal  
**Author:** José Carvajal Villón

### 4.5.3 Characteristics of Foam Crafts

Foam crafts, as any other kind of didactic resources, have characteristics that become them a powerful and didactic resource for teaching English vocabulary and other aspects of this language. Some features of foam crafts are listed and described below:

- **Motivating:** foam crafts are motivating because they foment an active participation and get students involved in learning new English vocabulary. They impact students visually and inculcate the desire to work in the vocabulary activities.
- **Illustrative:** foam crafts are illustrative because, as the same word says, they illustrate or explain the vocabulary words from the English lesson. Additionally, foam crafts illustrate vocabulary to students and they facilitate the comprehension of new knowledge.
- **Original:** foam crafts are original because they are designed taking into account the necessities of students and according to the vocabulary content from the English book of students.
- **Practical:** the word ‘practical’ is concerned with actual use and practice. Therefore, foam crafts are practical because they are used for providing students with didactic experiences of vocabulary learning. Students use foam crafts for acting or practicing with them.
- **Dynamic:** foam crafts are dynamic because they promote energy and involve actively students in the vocabulary learning process. The use of foam crafts guarantees the dynamism of vocabulary lessons because they will promote students to work with energy and enthusiasm.

#### **4.5.4 Benefits of Using Foam Crafts**

The relevance that didactic resources have in the learning process has been associated with the creation of innovating and educational resources. These resources are curricular facilitators, and constitute an important field in the facet of teachers in the curriculum design. In the educational innovation, it is common to find the integration of new resources, new attitudes and practices of teaching, new beliefs and assumptions.

Changes associated with the processes of innovation improve the teaching-learning process. Foam is a very useful material and it can be used for doing a lot of things and foam crafts can have different applications according to the topic to teach. Here it is a list of some benefits of using foam crafts for teaching English vocabulary:

- They stimulate the senses of students.
- They provide visual impact to students due to colors and shapes.
- They provide relaxing and enjoyable learning experiences.
- They increment the motivation of students.
- They foment good attitude and aptitudes at the moment of learning.
- They facilitate the comprehension of the study contents.
- They reinforce the knowledge of students.

#### 4.6 Activities for Teaching Vocabulary Using Foam Crafts



#### 4.6.1 Vocabulary Content

Chart N° 17: Vocabulary Content from the Book "My New Puppet"

| UNIT  | UNIT TOPIC                 | VOCABULARY TOPIC            | VOCABULARY CONTENT   |
|-------|----------------------------|-----------------------------|--|
| One   | Friends Around the World   | Adjectives of Description   | Curly, wavy, straight<br>Black, brown, blond<br>Tall, short, Good-looking, pretty, young, old, stout, slim   |
|       |                            | Countries and Nationalities | Ecuador-Ecuadorian, Colombia-Colombian, Venezuela-Venezuelan, Cuba-Cuban, Costa Rica-Costa Rican, Bolivia-Bolivian, Brazil-Brazilian, Mexico-Mexican, Canada-Canadian, Japan-Japanese, Peru-Peruvian, Italy-Italian, France-French |
| Two   | Latin America is Beautiful | Adjectives of Comparison    | Warm/warmer, Cold/colder, Small/smaller, Quiet/quieter, Cheap/cheaper, Interesting/more interesting, Crowded/more crowded, Exciting/more exciting, Expensive/more expensive  |
| Three | Moving Around the City     | Places in the City          | Museum, church, theater, bus stop, supermarket, bookstore, police station, park, library, cinema, restaurant, hospital, drugstore, school, bank, post office<br>Street, avenue   |
| Four  | I Have a Problem           | Too+Adjectives              | Too big, too small, too tight, too loose, too long, too short  |

| UNIT  | UNIT TOPIC         | VOCABULARY TOPIC | VOCABULARY CONTENT  |
|-------|--------------------|------------------|---|
| Five  | Helping at Home    | Chores           | Make the bed, wash the dishes, vacuum the carpet, sweep the floor, do the shopping, do the laundry, clean, cook               |
| Six   | A Chocolate Cake   | Verbs            | Mix, add, beat, melt, pour, bake, put, cut up, cook   |
|       |                    | Ingredients      | Bread, butter, cream, salt, vanilla, chocolate, flour, milk, pepper, sugar, lemon juice                                       |
| Seven | Planning a Weekend | Activities       | Do homework, go to the park/movie theater/church, read books, visit relatives, play video games, watch TV, study math/English |
| Eight | Let's Celebrate    | Holidays         | Saint Valentine's day, Mother's Day, Father's Day, Labor Day, Columbus Day, Independence Day, Christmas, New Year's Eve       |

**Source:** English book "My New Puppets"

**Author:** José Carvajal Villón

#### 4.6.2 FOAM CRAFTS FOR TEACHING VOCABULARY.

There is a diversity of activities for teaching, practicing and improving vocabulary. The application of various activities is needed for the correct learning of new words that are required for the production of the English language. The activities applied in this proposal required the design and application of didactic materials that were primarily made of foam. These didactic materials are described in the following items:

#### 4.6.2.1 Foam Posters

Posters are used to illustrate the vocabulary words that students need to learn and practice. Posters can be made by using different materials; paper, cardboard, and others, but for this proposal posters were made with foam.

Illustration N° 5: Foam Posters



Source: Design of the Proposal  
Author: José Carvajal Villón



### 4.6.2.3 Foam Charts

Charts are especially used for describing certain topic. Teachers can employ them for providing students a more detail explanation of the topic that is being studied. Charts can be made by using different materials but for this paper they were basically with foam.

Illustration N° 7: Foam Charts



Source: Design of the Proposal  
 Author: José Carvajal Villón

#### 4.6.2.4 Foam Board-Games

Children, teenagers and adults love playing. For that reason, it was important to include games that motivate students to participate in the vocabulary lessons and learn new words. Board games were elaborated using foam of different colors what makes them attractive, visually talking. They also motivate learners to be immersed in the teaching-learning process.

**Illustration N° 8: Foam Board Games**



**Source:** Design of the Proposal  
**Author:** José Carvajal Villón

#### 4.6.2.5 Foam Puppets

Puppets are didactic resources that can be used for role playing different actions related to different topics. They are excellent for shy students because they can perform behind a scenario. Additionally, puppets are motivating and engage students to learn; they facilitate the comprehension of new vocabulary and support the improvement of speaking skills. For this research paper, puppets were made with foam giving them a more interesting and colorful appearance.

**Illustration N° 9: Foam Puppets**



**Source:** Design of the Proposal  
**Author:** José Carvajal Villón

#### 4.6.2.6 Foam Cards

Cards are mostly used for providing students the correct spelling of new vocabulary. They save time because teachers do not have to write a list with the new words. They are also good for drilling exercises. Foam cards for holidays, like Mother's or Father's Day, Saint Valentine's Day or Christmas, were also used for improving vocabulary about holidays.

Illustration N° 10: Foam Cards



Source: Design of the Proposal  
Author: José Carvajal Villón

### 4.6.3 Activities

#### Activity N° 1: Matching Adjectives of Description

|  |                                    |
|--|------------------------------------|
| <b>Unit 1:</b> Friends Around the World  | <b>Course:</b> Seventh grade       |
| <b>Lesson:</b> Adjectives of Description   | <b>Activity:</b> Matching exercise |
| <b>Resources:</b> Foam Posters   | <b>Time:</b> 20 minutes            |
| <b>Objective:</b> To describe people physically using foam posters in order to identify adjectives of description. |                                    |

#### Illustration N° 11: Adjectives of Description Activity



#### INSTRUCTIONS:

- Teacher introduces adjectives of descriptions vocabulary using foam posters.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher pastes foam posters with pictures of people on the board and spells the words.
- Teacher gives each student a foam card with an adjective of description.
- Teacher evaluates asking students to read the descriptive adjective from the card and then go to the board and paste it next to the correct poster.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

## Activity N° 2: Adjectives of Description

|   |   |
|---|---|
| <b>Unit 1:</b> Friends Around the World   | <b>Course:</b> Seventh grade                      |
| <b>Lesson:</b> Adjectives of Description  | <b>Activity:</b> Description of People Appearance |
| <b>Resources:</b> Foam Flashcards   | <b>Time:</b> 20 minutes                           |
| <b>Objective:</b> To identify adjectives of description using foam flashcards in order to describe people physically. |   |

### Illustration N° 12: Physical Description of People



#### INSTRUCTIONS:

- Teacher describes a person physically emphasizing the structures: She/He is..... Her/His hair is..... Her/his eyes are ..... and using adjectives of description.
- Teacher gives each student a foam flashcard and asks students to group in pairs.
- Teacher encourages students to describe the appearance of the person from the flashcard to each other using the previous structures and descriptive adjectives.
- Teacher evaluates students asking them to describe the person from the foam flashcard in front of the class.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 3: Countries and Nationalities

|  |                                    |
|--|------------------------------------|
| <b>Unit 1:</b> Friends Around the World  | <b>Course:</b> Seventh grade       |
| <b>Lesson:</b> Countries and Nationalities   | <b>Activity:</b> Matching exercise |
| <b>Resources:</b> Foam Chart, foam cards   | <b>Time:</b> 20 minutes            |
| <b>Objective:</b> To identify countries and nationalities using a foam chart and foam cards. |                                    |

#### Illustration N° 13: Countries and Nationalities Matching Activity



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about countries and nationalities by using foam cards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher gives students a foam card with a country or nationality and asks them to paste it next to the correct place.
- Teacher evaluates students asking them to read the word from their foam cards and paste them in the correct side of the foam chart.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 4: Matching Adjectives of Comparison

|   |                                    |
|---|------------------------------------|
| <b>Unit 2:</b> Latin America is Beautiful   | <b>Course:</b> Seventh grade       |
| <b>Lesson:</b> Adjectives of Comparison   | <b>Activity:</b> Matching exercise |
| <b>Resources:</b> Foam chart, foam cards  | <b>Time:</b> 20 minutes            |
| <b>Objective:</b> To identify comparative adjectives using a foam chart and foam cards. |                                    |

#### Illustration N° 14: Comparative Adjectives Matching Activity



#### INSTRUCTIONS:

- Teacher introduces comparative adjectives and provides a brief explanation of the spelling rules of comparative adjectives by using a foam chart.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher gives students a foam card with an adjective or its comparative form.
- Students read the word from their foam card and find their partner (warm-warmer).
- Teacher evaluates students asking them to paste the cards on the foam chart and read them.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 5: Board Game with Adjectives of Comparison

|   |                              |
|---|------------------------------|
| <b>Unit 2:</b> Latin America is Beautiful   | <b>Course:</b> Seventh grade |
| <b>Lesson:</b> Adjectives of Comparison   | <b>Activity:</b> Board Game  |
| <b>Resources:</b> Foam board, cards   | <b>Time:</b> 30 minutes      |
| <b>Objective:</b> To recognize comparative adjectives through the application of a board foam game in order to report comparative sentences orally. |                              |

#### Illustration N° 15: Comparative Adjectives Game



#### INSTRUCTIONS:

- Teacher reminds students the spelling rules of comparative adjectives and writes some examples on the board.
- Teacher drills and pronounces the target vocabulary three times.
- Students are divided into small groups to play a board game: Students throw a die and go to the square that die indicates. Then, students choose a card with a clue for making a sentence, e.g. Guayaquil is ..... (big) than Santa Elena.
- Students are evaluated by reporting the sentence orally and using the comparative adjective correctly.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 6: Matching Places in a City

|   |   |
|---|---|
| <b>Unit 3:</b> Moving Around the City   | <b>Course:</b> Seventh grade                        |
| <b>Lesson:</b> Places in a City   | <b>Activity:</b> Labeling the places in a foam city |
| <b>Resources:</b> Foam cards, foam posters  | <b>Time:</b> 40 minutes                             |
| <b>Objective:</b> To label places in a city through the application of a foam city. |   |

#### Illustration N° 16: Labeling Places in a Foam City



#### INSTRUCTIONS:

- Teacher reminds students the vocabulary about places in a city by using foam cards.
- Teacher drills and pronounces the target vocabulary three times.
- Students make a circle around a foam city and receive a card and discuss the important places in a city.
- Teacher evaluates students by asking them to label the card in the correct place of a foam city.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 7: Posters of Places in a City

|  |  |
|--|--|
| <b>Unit 3:</b> Moving Around the City  | <b>Course:</b> Seventh grade                       |
| <b>Lesson:</b> Places in a City  | <b>Activity:</b> Elaboration of a city foam poster |
| <b>Resources:</b> Foam cards, foam posters   | <b>Time:</b> 40 minutes                            |
| <b>Objective:</b> To identify places in a city through the elaboration of city foam posters in order to present and describe them in front of the class. |  |

#### Illustration N° 17: Elaboration of a City Foam Poster



#### INSTRUCTIONS:

- Teacher encourages students to remember the vocabulary about places in a city and write some words on the board.
- Teacher drills and pronounces the target vocabulary three times.
- Students are divided into small groups and encouraged to work on the elaboration of a city foam poster.
- Teacher evaluates students by asking them to present their city foam posters and describe them in front of the class.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 8: Too + Adjectives

|   |                                       |
|---|---------------------------------------|
| <b>Unit 4:</b> I Have a Problem   | <b>Course:</b> Seventh grade          |
| <b>Lesson:</b> Too+Adjectives   | <b>Activity:</b> Puppets presentation |
| <b>Resources:</b> Foam puppets, foam scenary  | <b>Time:</b> 30 minutes               |
| <b>Objective:</b> To role play a situation at a clothe store using foam puppets in order to report clothe problems. |                                       |

#### Illustration N° 18: Foam Puppets Performance



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary by showing students a picture, writes a list of words on the board and explains the use of *too+Adjective*.
- Teacher drills and pronounces the vocabulary three times.
- Students work in pairs and prepare a role play about problems with clothe using foam puppets.
- Students are evaluated by performing their role play using foam puppets in front of the class.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 9: Listening to and Matching Chores

|   |  |
|---|--|
| <b>Unit 5:</b> Helping at Home  | <b>Course:</b> Seventh grade                     |
| <b>Lesson:</b> Chores   | <b>Activity:</b> Listening and Matching exercise |
| <b>Resources:</b> Foam flashcards, foam chart   | <b>Time:</b> 20 minutes                          |
| <b>Objective:</b> To identify chores using foam flashcards and a foam chart in order to . |  |

#### Illustration N° 19: Chores-Listening Activity



#### INSTRUCTIONS:

- Teacher introduces vocabulary about chores using foam cards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher pastes a foam chart on the board and gives students a worksheet and a foam flashcard.
- Teacher plays the audio and encourages students to circle the correct chore from the chart.
- Teacher evaluates students by asking them to paste their foam flashcard in the correct box of the foam chart.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal



### Activity N° 11: Description of Personal Chores

|   |  |
|---|--|
| <b>Unit 5:</b> Helping at Home  | <b>Course:</b> Seventh grade                 |
| <b>Lesson:</b> Chores   | <b>Activity:</b> Personal Chores Description |
| <b>Resources:</b> Foam charts, foam flashcards  | <b>Time:</b> 30 minutes                      |
| <b>Objective:</b> To identify chores through the application of foam charts and foam flashcards in order to describe personal chores in front of the class. |  |

### Illustration N° 21: Description of Personal Chores



#### INSTRUCTIONS:

- Teacher reminds students the vocabulary about chores by using foam flashcards.
- Teacher gives students a foam chart and encourages them to plan their chores for the week.
- Students write some sentences using *Have to* + a chore.
- Students are evaluated by presenting the foam chart and describe their chores for the week in front of the class.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 12: Memory Game with Ingredients and Verbs

|  |                              |
|--|------------------------------|
| <b>Unit 6:</b> A Chocolate Cake  | <b>Course:</b> Seventh grade |
| <b>Lesson:</b> Ingredients and Verbs   | <b>Activity:</b> Memory game |
| <b>Resources:</b> Foam cards, foam posters   | <b>Time:</b> 20 minutes      |
| <b>Objective:</b> To identify places in a city through the elaboration of city foam posters in order to present and describe it in front of the class. |                              |

#### Illustration N° 22: Ingredients Memory Game



#### INSTRUCTIONS:

- Teacher introduces students the vocabulary about ingredients by using foam flashcards and spell them.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher pastes a foam board with pictures of ingredients and asks students to look at them carefully.
- Teacher evaluates students by asking for volunteers to play a memory game in which students will have to report the order of the ingredients in the foam board.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 13: Description of Recipes

|   |                                      |
|---|--------------------------------------|
| <b>Unit 6:</b> A Chocolate Cake   | <b>Course:</b> Seventh grade         |
| <b>Lesson:</b> Ingredients and Verbs  | <b>Activity:</b> Describing a Recipe |
| <b>Resources:</b> Foam flashcards, foam posters   | <b>Time:</b> 30 minutes              |
| <b>Objective:</b> To identify ingredients and verb for cooking through the application of foam posters and foam flashcards in order to describe a recipe. |                                      |

#### Illustration N° 23: Recipe Description Activity



#### INSTRUCTIONS:

- Teacher reminds students the vocabulary about ingredients and verbs of cooking by using foam flashcards.
- Teacher pastes some foam posters on the board and asks students to choose one to form groups.
- Teacher gives each group a worksheet with the recipe in disorder of the foam poster they chose and they have to discuss and order of the recipe.
- Teacher evaluates students by asking them to report their recipe in front of the class.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 14: Memory Game with Activities for the Weekend

|   |                                    |
|---|------------------------------------|
| <b>Unit 7:</b> Planning a Weekend   | <b>Course:</b> Seventh grade       |
| <b>Lesson:</b> Activities for the Weekend   | <b>Activity:</b> Finding the pairs |
| <b>Resources:</b> Foam cards, foam chart, foam flashcards.  | <b>Time:</b> 20 minutes            |
| <b>Objective:</b> To identify activities for the weekend by using foam flashcards and the game “Finding the pairs”. |                                    |

#### Illustration N° 24: Activities for the Weekend-Game



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary (activities for the weekend) by using foam flashcards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher pastes foam flashcards with pictures of activities on the board and spells the words.
- Teacher pastes a foam board on the board and asks students to watch the pictures carefully.
- Students are evaluated by asking them to report the pairs position on the foam board.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 15: Board Game with Future Tense

|   |                              |
|---|------------------------------|
| <b>Unit 7:</b> Planning a Weekend   | <b>Course:</b> Seventh grade |
| <b>Lesson:</b> Activities/Be going to   | <b>Activity:</b> Board game  |
| <b>Resources:</b> Foam board, foam dice, cards.   | <b>Time:</b> 20 minutes      |
| <b>Objective:</b> To identify activities for the weekend and the grammar structure <i>Be going to</i> through the application of a foam chart and a foam board in order to produce oral future sentences. |                              |

#### Illustration N° 25: Future Tense and Weekend Activities-Board Game



#### INSTRUCTIONS:

- Teacher explains the Future Tense with *Be going to* using a foam chart and provides some examples.
- Students are divided into small groups to play a board game: Students throw a die and look at the square with the activity that die indicates. Then, students choose a card with a clue for making a sentence, e.g. *Carlos ..... tomorrow*.
- Students are evaluated by reporting oral future sentences.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 16: Matching Holidays and Dates

|   |                                    |
|---|------------------------------------|
| <b>Unit 8:</b> Let's Celebrate  | <b>Course:</b> Seventh grade       |
| <b>Lesson:</b> Holidays   | <b>Activity:</b> Matching exercise |
| <b>Resources:</b> Foam cards, foam posters  | <b>Time:</b> 20 minutes            |
| <b>Objective:</b> To recognize different holidays through the application of foam posters and foam cards. |                                    |

#### Illustration N° 26: Holiday Activity



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary using foam cards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher pastes foam posters on the board and give students a foam card with a holiday and the celebration date.
- Teacher asks students to paste the foam cards next to the correct poster.
- Students are evaluated by writing and then reporting oral sentences, e.g. "Saint Valentine's Day is celebrated on February 14<sup>th</sup>".

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

### Activity N° 17: Description of Holiday Cards

|   |                                     |
|---|-------------------------------------|
| <b>Unit 8:</b> Let's Celebrate  | <b>Course:</b> Seventh grade        |
| <b>Lesson:</b> Holidays   | <b>Activity:</b> Holiday foam cards |
| <b>Resources:</b> Holiday foam cards, foam posters  | <b>Time:</b> 20 minutes             |
| <b>Objective:</b> To identify different holidays through the elaboration of foam cards in order to present and describe them in front of the class. |                                     |

#### Illustration N° 27: Holiday Card Description



#### INSTRUCTIONS:

- Teacher reminds students the vocabulary about holidays using foam poster and foam cards.
- Teacher drills and pronounces the target vocabulary three times.
- Students are encouraged to work in class on the elaboration of a holiday foam card and then write a short message.
- Teacher evaluates students by asking them to present their foam cards and read their message.

**Author:** José Carvajal Villón

**Source:** Application of the Proposal

#### 4.6.4 Strategies of Improvement

Chart N° 18: Strategies of Improvement

| BEFORE THE PROPOSAL   | AFTER THE PROPOSAL   |
|---|--|
| <ul style="list-style-type: none"><li>• Traditional vocabulary lessons</li><li>• Vocabulary lessons without any didactic resource.</li><li>• Traditional strategies affected participation and confidence of students during the vocabulary lessons.</li><li>• Low level of English vocabulary knowledge.</li></ul> | <ul style="list-style-type: none"><li>• Vocabulary lessons with motivational moments through the application of didactic activities.</li><li>• Application of foam crafts for teaching vocabulary.</li><li>• Students increased their motivation due to the application of foam crafts and didactic activities.</li><li>• Students increased their English vocabulary knowledge.</li></ul> |

**Author:** José Carvajal Villón

#### 4.6.5 Other Aspects of Improvement in Students

Foam crafts and all activities that were applied throughout the application of this proposal promoted the improvement of the vocabulary teaching and learning. However, there were other aspects that students enhanced through the

development of these activities and foam didactic resources; the cooperative learning was also applied for the development of this proposal; Kagan, based on the cooperative learning, developed a matrix with some structure functions that students upgraded through the use of certain activities; in this case, Kagan's matrix was adapted to the topic of this investigation and it is described in the chart below:

**Chart N° 19: Cooperative Learning Matrix Adapted to the Proposal**

| ACTIVITIES                                       | Class Building | Team Building | Social Skills | Communicative Skills | Decision Making | Knowledge Building | Procedure Learning | Processing Information | Thinking Skills | Presenting Information |
|--|----------------|---------------|---------------|----------------------|-----------------|--------------------|--------------------|------------------------|-----------------|------------------------|
|  | Interpersonal  |               |               |                      |                 | Intrapersonal      |                    |                        |                 |                        |
| Matching foam cards with foam posters.           | X              |               |               |                      | X               | X                  |                    | X                      | X               |                        |
| Physical description with foam flashcards.       | X              |               |               | X                    | X               | X                  |                    | X                      | X               | X                      |
| Board games.                                     | X              | X             | X             | X                    | X               | X                  | X                  | X                      | X               | X                      |
| Labeling places in a foam city.                  |                |               |               | X                    | X               | X                  |                    |                        | X               |                        |
| Elaboration of a city foam poster.               | X              | X             | X             | X                    | X               | X                  | X                  | X                      | X               | X                      |
| Foam puppets performance.                        | X              | X             | X             | X                    | X               | X                  |                    |                        | X               | X                      |
| Chores-listening activity.                       | X              |               |               |                      | X               | X                  |                    | X                      | X               | X                      |
| Description of personal chores with foam charts. | X              |               | X             | X                    | X               | X                  |                    | X                      | X               | X                      |
| Memory games.                                    | X              |               |               | X                    | X               | X                  |                    |                        | X               | X                      |
| Recipe description with foam posters.            | X              | X             | X             | X                    | X               | X                  | X                  | X                      | X               | X                      |
| Presentation of holiday foam cards and messages. | X              |               |               | X                    | X               | X                  |                    |                        | X               | X                      |

**Source:** [www.kaganonline.com/cooperativelearning](http://www.kaganonline.com/cooperativelearning)

**Author:** José Carvajal Villón

#### 4.6.6 Results of Implementation

##### 4.6.6.1 Results of Diagnostic Test

**Chart N° 20: Results of Students' Diagnostic Test**

| <b>N°</b>      | <b>FULL NAME OF STUDENTS</b>         | <b>1<sup>st</sup><br/>Item</b> | <b>2<sup>nd</sup><br/>Item</b> | <b>3<sup>rd</sup><br/>Item</b> | <b>4<sup>th</sup><br/>Item</b> | <b>FINAL<br/>SCORE</b> |
|----------------|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------|
| 01             | Alvarez Alejandro Melanie Fiorella   | 1,50                           | 0,50                           | 3                              | 0,30                           | <b>5,30</b>            |
| 02             | Barrera Muñoz José Francisco         | 0,50                           | 1                              | 3                              | 1,50                           | <b>6</b>               |
| 03             | Bernabé Perero Karla Dayanna         | 1,50                           | 0,50                           | 3                              | 0,60                           | <b>5,60</b>            |
| 04             | Carrera Mendoza Diego Orlando        | 0,50                           | 0                              | 3,50                           | 1,50                           | <b>5,50</b>            |
| 05             | Figuroa Salinas Jordy Ernesto        | 1                              | 0,50                           | 2                              | 0,60                           | <b>4,10</b>            |
| 06             | González Suárez Luis Sebastian       | 1                              | 1                              | 3                              | 0,60                           | <b>5,60</b>            |
| 07             | Guale Huamán Allison Melissa         | 0,50                           | 0,50                           | 3,50                           | 1,20                           | <b>5,70</b>            |
| 08             | Mateo Vera Noelia Doménica           | 1                              | 1                              | 2,50                           | 1,20                           | <b>5,70</b>            |
| 09             | Matías Montenegro Víctor Josué       | 1                              | 1                              | 3                              | 0,90                           | <b>5,90</b>            |
| 10             | Ormeño Bravo Linda Daniela           | 0,50                           | 1                              | 2,50                           | 0,90                           | <b>4,90</b>            |
| 11             | Ramos Rodríguez Karla Lissette       | 1                              | 0                              | 3                              | 0,90                           | <b>4,90</b>            |
| 12             | Regatto Del Pezo José Manuel         | 1,50                           | 0,50                           | 3                              | 0,90                           | <b>5,90</b>            |
| 13             | Reyes Ramírez Nayeli Jaretsy         | 1                              | 1                              | 3,50                           | 0,90                           | <b>6,40</b>            |
| 14             | Román Cortez Julián Paolo            | 0,50                           | 0,50                           | 2                              | 1,50                           | <b>4,50</b>            |
| 15             | Sarmiento Pilco Anette Luisana       | 1                              | 0,50                           | 3,50                           | 0,60                           | <b>5,60</b>            |
| 16             | Solano Baque Joan Enrique            | 1                              | 0                              | 3                              | 0,60                           | <b>4,60</b>            |
| 17             | Solórzano Villao Carlos Alberto      | 1                              | 1                              | 2                              | 0,60                           | <b>4,60</b>            |
| 18             | Soto Valencia Bryan Ariel            | 1                              | 0                              | 3,50                           | 0,60                           | <b>5,10</b>            |
| 19             | Suquilanda Gonzabay Christian Israel | 0,50                           | 1                              | 3,50                           | 0,90                           | <b>5,90</b>            |
| 20             | Terranova Reyes Irvin Joshua         | 0,50                           | 1                              | 2,50                           | 0,60                           | <b>4,60</b>            |
| 21             | Tomalá Pozo Angie Dayanara           | 0                              | 1                              | 3                              | 1,20                           | <b>5,20</b>            |
| 22             | Vargas Mosquera Gilson Alberto       | 0                              | 1                              | 3,50                           | 1,20                           | <b>5,70</b>            |
| 23             | Vera Echeverría Romina Anahí         | 0,50                           | 1                              | 3                              | 1,20                           | <b>5,70</b>            |
| 24             | Zambrano Barzola Tanya Stephany      | 1,50                           | 1                              | 3                              | 0,90                           | <b>6,40</b>            |
| <b>AVERAGE</b> |                                      |                                |                                |                                |                                | <b>5,39/10</b>         |

**Source:** Diagnosis test of seventh basic year students.

**Author:** José Carvajal Villón

#### **4.6.6.1.1 Analysis of Diagnostic Test Results of Students**

As the table of results above shows, most students got low scores in the diagnosis test that it was taken in order to know the level of English vocabulary of seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”. The highest score was 6, 40 over 10 and the lowest score was 4, 10. Making a general average of all the scores of students we have as a result a score of 5, 39 over 10.

Taking into account the scores that students of seventh basic grade got in the diagnosis test, it can be said that they have not acquire appropriately vocabulary. The level of English vocabulary knowledge that students demonstrated to have through the application of the diagnostic test is not adequate and required for the written or oral production of English language.

#### 4.6.6.2 Results of Final Test

Chart N° 21: Final Test Results of Students

| N°             | FULL NAME OF STUDENTS                 | 1 <sup>st</sup><br>Item | 2 <sup>nd</sup><br>Item | 3 <sup>rd</sup><br>Item | 4 <sup>th</sup><br>Item | FINAL<br>SCORE |
|----------------|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------|
| 01             | Alvarez Alejandro Melanie<br>Fiorella | 3                       | 2                       | 2                       | 3                       | 10             |
| 02             | Barrera Muñoz José Francisco          | 3                       | 1,50                    | 2                       | 3                       | 9,50           |
| 03             | Bernabé Perero Karla Dayanna          | 3                       | 2                       | 2                       | 3                       | 10             |
| 04             | Carrera Mendoza Diego Orlando         | 3                       | 2                       | 2                       | 3                       | 10             |
| 05             | Figueroa Salinas Jordy Ernesto        | 3                       | 2                       | 1                       | 3                       | 9              |
| 06             | González Suárez Luis Sebastian        | 3                       | 2                       | 1                       | 3                       | 9              |
| 07             | Guale Huamán Allison Melissa          | 3                       | 2                       | 1,50                    | 3                       | 9,50           |
| 08             | Mateo Vera Noelia Doménica            | 2,50                    | 2                       | 2                       | 3                       | 9,50           |
| 09             | Matías Montenegro Víctor Josué        | 3                       | 2                       | 2                       | 3                       | 10             |
| 10             | Ormeño Bravo Linda Daniela            | 3                       | 2                       | 2                       | 3                       | 10             |
| 11             | Ramos Rodríguez Karla Lissette        | 3                       | 2                       | 2                       | 3                       | 10             |
| 12             | Regatto Del Pezo José Manuel          | 3                       | 2                       | 2                       | 3                       | 10             |
| 13             | Reyes Ramírez Nayeli Jaretsy          | 3                       | 2                       | 2                       | 3                       | 10             |
| 14             | Román Cortez Julián Paolo             | 3                       | 2                       | 2                       | 3                       | 10             |
| 15             | Sarmiento Pilco Anette Luisana        | 3                       | 2                       | 2                       | 3                       | 10             |
| 16             | Solano Baque Joan Enrique             | 3                       | 2                       | 1                       | 2,50                    | 8,50           |
| 17             | Solórzano Villao Carlos Alberto       | 3                       | 2                       | 2                       | 3                       | 10             |
| 18             | Soto Valencia Bryan Ariel             | 2                       | 2                       | 2                       | 3                       | 9              |
| 19             | Suquilanda Gonzabay Christian Israel  | 2,50                    | 2                       | 2                       | 3                       | 9,50           |
| 20             | Terranova Reyes Irvin Joshua          | 3                       | 2                       | 2                       | 3                       | 10             |
| 21             | Tomalá Pozo Angie Dayanara            | 3                       | 2                       | 2                       | 3                       | 10             |
| 22             | Vargas Mosquera Gilson Alberto        | 3                       | 2                       | 2                       | 3                       | 10             |
| 23             | Vera Echeverría Romina Anahí          | 3                       | 2                       | 2                       | 3                       | 10             |
| 24             | Zambrano Barzola Tanya<br>Stephany    | 3                       | 2                       | 2                       | 3                       | 10             |
| <b>AVERAGE</b> |                                       |                         |                         |                         |                         | <b>9,73/10</b> |

**Source:** Final test of seventh basic year students.

**Author:** José Carvajal Villón

#### **4.6.6.2.1 Analysis of Final Test Results**

Once the proposal was fully implemented, a final test was taken in order to recognize the advances and improvements of students in the acquisition of English vocabulary. The final test consisted in four items in which students had to fulfill exercises about the vocabulary that was taught during the time of the proposal application. Most students, on the contrary of the diagnosis test, got the highest score (ten points) and just few got less than ten points. The lowest score was 8, 50.

The scores above are the clear proof that students did learn and increase their English vocabulary knowledge through the application of foam crafts during the vocabulary lessons. Likewise, students had the possibility to be present in English classes full of dynamic and motivating activities that engage them into the vocabulary teaching-learning process.

#### 4.6.6.3 Results of Students' Improvement

**Chart N° 22: Percentage of Students' Improvement after the Proposal**

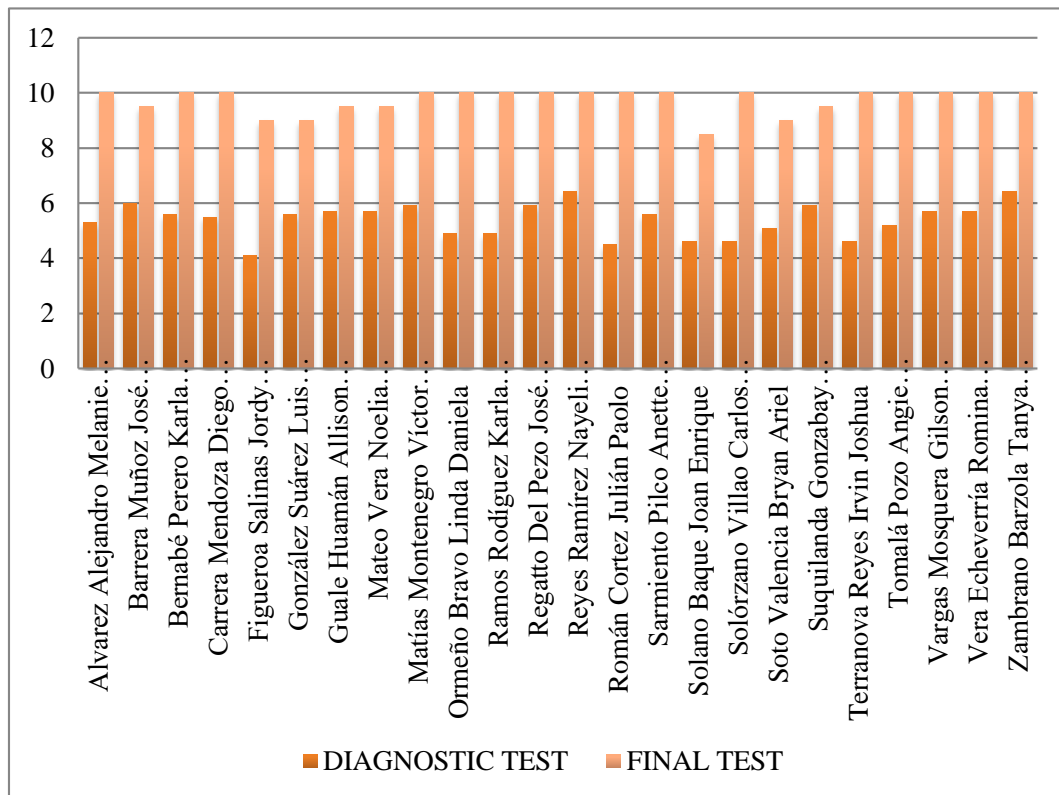
| N°             | FULL NAME OF STUDENTS                 | DIAGNOSTIC TEST | FINAL TEST  | % OF IMPROVEMENT |
|----------------|---------------------------------------|-----------------|-------------|------------------|
| 01             | Alvarez Alejandro Melanie<br>Fiorella | 5,3             | 10          | 47%              |
| 02             | Barrera Muñoz José Francisco          | 6               | 9,5         | 35%              |
| 03             | Bernabé Perero Karla Dayanna          | 5,6             | 10          | 44%              |
| 04             | Carrera Mendoza Diego Orlando         | 5,5             | 10          | 45%              |
| 05             | Figueroa Salinas Jordy Ernesto        | 4,1             | 9           | 49%              |
| 06             | González Suárez Luis Sebastian        | 5,6             | 9           | 34%              |
| 07             | Guale Huamán Allison Melissa          | 5,7             | 9,5         | 38%              |
| 08             | Mateo Vera Noelia Doménica            | 5,7             | 9,5         | 38%              |
| 09             | Matías Montenegro Víctor Josué        | 5,9             | 10          | 41%              |
| 10             | Ormeño Bravo Linda Daniela            | 4,9             | 10          | 51%              |
| 11             | Ramos Rodríguez Karla Lissette        | 4,9             | 10          | 51%              |
| 12             | Regatto Del Pezo José Manuel          | 5,9             | 10          | 41%              |
| 13             | Reyes Ramírez Nayeli Jaretsy          | 6,4             | 10          | 36%              |
| 14             | Román Cortez Julián Paolo             | 4,5             | 10          | 55%              |
| 15             | Sarmiento Pilco Anette Luisana        | 5,6             | 10          | 44%              |
| 16             | Solano Baque Joan Enrique             | 4,6             | 8,5         | 39%              |
| 17             | Solórzano Villao Carlos Alberto       | 4,6             | 10          | 54%              |
| 18             | Soto Valencia Bryan Ariel             | 5,1             | 9           | 39%              |
| 19             | Suquilanda Gonzabay Christian Israel  | 5,9             | 9,5         | 36%              |
| 20             | Terranova Reyes Irvin Joshua          | 4,6             | 10          | 54%              |
| 21             | Tomalá Pozo Angie Dayanara            | 5,2             | 10          | 48%              |
| 22             | Vargas Mosquera Gilson Alberto        | 5,7             | 10          | 43%              |
| 23             | Vera Echeverría Romina Anahí          | 5,7             | 10          | 43%              |
| 24             | Zambrano Barzola Tanya Stephany       | 6,4             | 10          | 36%              |
| <b>AVERAGE</b> |                                       | <b>5,39</b>     | <b>9,73</b> | <b>43%</b>       |

**Source:** Diagnosis and Final test of seventh basic year students.

**Author:** José Carvajal Villón

#### 4.6.6.4 Analysis of Students Improvement

Graphic N° 11: Students' Improvement after the Proposal Application



Source: Escuela de Educación Básica Particular Católica “Jesús el Salvador”

Author: José Carvajal Villón

## **4.7 Conclusions and Recommendations**

### **4.7.1 Conclusions**

- Vocabulary plays an essential role in the process of learning the English language; it allows the learner to be able to produce the language in its two main contexts (spoken and written). Hence, vocabulary is the basis in the English language learning because it supports the upgrading of the main skills of this important language.
- The design and development of didactic resources made of foam or any other primary resource is useful for all students and teachers because they promote dynamic English vocabulary lessons and allow the practice and mastering of other areas of the language such as the four main English skills (listening, speaking, reading and writing) and grammar as well.
- Foam Crafts contribute to increase the motivation of students to learn new vocabulary because they provide an enjoyable and relaxing learning environment; students become more participative during the English vocabulary lessons because foam crafts illustrate and facilitate the comprehension of the vocabulary content.

#### **4.7.2 Recommendations**

- Vocabulary, as the basis in the English language learning, should be taken more into account due to its great importance in the development of the main skills of this language. It should be taught and practiced because it contributes to the upgrading of the oral and written language production.
- It is recommended that teachers design and develop their own didactic material because they are the support in which students are going to learn, practice and master their English vocabulary and other aspects of this language. Foam is a material that teachers and other professionals should employ in the elaboration of different crafts in order to cause visual impact to the beneficiaries. For students, foam crafts support their learning because most of them like learning by watching or being involved during the process.
- The application of foam crafts is recommended due to their didactic characteristics and benefits; they contribute in the motivation of students for learning new vocabulary that is useful for the complete domain of the English language. It is also suggested to use foam crafts in the vocabulary teaching process because they facilitate the comprehension of the vocabulary content through the graphic representation of words.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 BUDGET

| <b>INSTITUTIONAL RESOURCES</b> |   |      |           |               |
|--------------------------------|---|------|-----------|---------------|
| N°                             | DESCRIPTION   | TIME | UNIT COST | TOTAL         |
| 1                              | Escuela de Educación Básica Particular Católica “Jesús el Salvador” |      | \$0.00    | \$0.00        |
| <b>SUBTOTAL</b>                |   |      |           | <b>\$0.00</b> |

| <b>MATERIAL RESOURCES</b> |                                 |          |           |                 |
|---------------------------|---------------------------------|----------|-----------|-----------------|
| N°                        | DESCRIPTION                     | QUANTITY | UNIT COST | TOTAL           |
| 2                         | Ream Paper                      | 2        | \$5.00    | \$10.00         |
| 3                         | Copies                          | 100      | \$0.05    | \$5.00          |
| 4                         | Prints                          | 600      | \$0.30    | \$180.00        |
| 5                         | CDs                             | 5        | \$0,75    | \$3,75          |
| 6                         | Pens                            | 3        | \$0.75    | \$2.25          |
| 7                         | Pencils                         | 2        | \$0.50    | \$1.00          |
| 8                         | Foam sheets (1m x 1m)           | 40       | \$1.50    | \$60.00         |
| 9                         | Silicone                        | 5 dozens | \$1.50    | \$7.50          |
| 10                        | Markers                         | 1 dozen  | \$0.75    | \$9.00          |
| 11                        | Markers for foam                | 6        | \$1.50    | \$9.00          |
| 12                        | Foam paintings (various colors) | 6        | \$0.75    | \$4.50          |
| <b>SUBTOTAL</b>           |                                 |          |           | <b>\$287.50</b> |

| <b>TECHNOLOGICAL RESOURCES</b> |              |                 |           |                   |
|--------------------------------|--------------|-----------------|-----------|-------------------|
| N°                             | DESCRIPTION  | QUANTITY - TIME | UNIT COST | TOTAL             |
| 13                             | Internet     | 3 months        | \$22      | \$66.00           |
| 14                             | Laptop       | 1               | \$1200.00 | \$1200.00         |
| 15                             | Camera       | 1               | \$400.00  | \$400.00          |
| 16                             | Flash memory | 1               | \$15.00   | \$15.00           |
| <b>SUBTOTAL</b>                |              |                 |           | <b>\$1,681.00</b> |

| <b>OTHERS</b>   |                     |             |                  |                 |
|-----------------|---------------------|-------------|------------------|-----------------|
| <b>N°</b>       | <b>DESCRIPTION</b>  | <b>TIME</b> | <b>UNIT COST</b> | <b>TOTAL</b>    |
| 17              | Communication       | 3 months    | \$10.00          | \$30.00         |
| 18              | Transportation      | 3 months    | \$10.00          | \$30.00         |
| 19              | Lunch and Snacks    | 3 months    | \$10.00          | \$30.00         |
| 20              | Unexpected expenses |             | \$100            | \$100.00        |
| <b>SUBTOTAL</b> |                     |             |                  | <b>\$190.00</b> |

|                        |                   |
|------------------------|-------------------|
| <b>TOTAL SUMMATORY</b> | <b>\$2,158.50</b> |
|------------------------|-------------------|

**Author:** José Carvajal Villón



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## APPENDIX

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



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



**Objective:** The objective of this survey is to know your opinion about the significance of learning English vocabulary and to know about the vocabulary teaching procedure in the classroom.

**Instructions:** Read the questions below and then choose one option (X)

1. How do you consider English vocabulary?

|     |                |  |
|-----|----------------|--|
| 1.1 | Very Important |  |
| 1.2 | Important      |  |
| 1.3 | Unnecessary    |  |
| 1.4 | Useless        |  |

2. How can you describe your English vocabulary knowledge?

|     |           |  |
|-----|-----------|--|
| 2.1 | Excellent |  |
| 2.2 | Very good |  |
| 2.3 | Good      |  |
| 2.4 | Average   |  |
| 2.5 | Bad       |  |

3. Do you think that the English vocabulary lessons are enjoyable?

|     |           |  |
|-----|-----------|--|
| 3.1 | Yes       |  |
| 3.2 | No        |  |
| 3.3 | Sometimes |  |

4. Do you consider that the application of didactic resources could support you to improve your English vocabulary?

|     |           |  |
|-----|-----------|--|
| 4.1 | Yes       |  |
| 4.2 | No        |  |
| 4.3 | Sometimes |  |

5. How often does your teacher use didactic resources to teach English vocabulary?

|     |           |  |
|-----|-----------|--|
| 5.1 | Always    |  |
| 5.2 | Often     |  |
| 5.3 | Sometimes |  |
| 5.4 | Rarely    |  |
| 5.5 | Never     |  |

6. Which of these didactic resources does your teacher use to teach English vocabulary?

|     |                        |  |
|-----|------------------------|--|
| 6.1 | Posters                |  |
| 6.2 | Flashcards             |  |
| 6.3 | Worksheets             |  |
| 6.4 | Games                  |  |
| 6.5 | Songs                  |  |
| 6.6 | Videos                 |  |
| 6.7 | Any didactic resources |  |

7. Have you ever worked with foam crafts to improve your English vocabulary?

|     |        |  |
|-----|--------|--|
| 7.1 | Yes    |  |
| 7.2 | No     |  |
| 7.3 | Rarely |  |

8. Which of these characteristics should foam crafts have?

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

9. Do you consider that foam crafts could support you to improve your English vocabulary?

|     |           |  |
|-----|-----------|--|
| 9.1 | Yes       |  |
| 9.2 | No        |  |
| 9.3 | Sometimes |  |

10. Would you like to use foam crafts to improve your English vocabulary?

|      |       |  |
|------|-------|--|
| 10.1 | Yes   |  |
| 10.2 | No    |  |
| 10.3 | Maybe |  |

**Thanks for your collaboration**

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



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



| PERSONAL INFORMATION |  |
|----------------------|--|
| <b>Full name:</b>    |  |
| <b>Age :</b>         |  |
| <b>Degree:</b>       |  |

Dear teacher, this interview will help to obtain important input for a research paper titled “Foam Crafts to improve English vocabulary for the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador” Santa Elena, Santa Elena Province, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that vocabulary is important for learning English? Why?

-----

2. How do you describe the English vocabulary knowledge of your students?

-----

3. Do you think that your students enjoy learning English vocabulary in class? Why?

-----

4. Does the application of didactic resources could contribute your students to improve their English vocabulary? Why?

-----

5. How often do you use didactic resources to teach English vocabulary?

-----

6. What didactic resources do you use to teach vocabulary to your students?

-----

7. Have you ever used foam crafts to teach English vocabulary to your students?

-----

8. Do you consider that foam crafts could support your students to improve their English vocabulary? Why?

-----

9. According to your criteria, what are the advantages of using foam crafts to teach English vocabulary?

-----

10. Would you like to use foam crafts to improve the English vocabulary of your students? Why?

-----

**Thanks for your collaboration**

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



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



| <b>PERSONAL INFORMATION</b> |  |
|-----------------------------|--|
| <b>Full name:</b>           |  |
| <b>Age :</b>                |  |
| <b>Degree:</b>              |  |

Dear Principal, this interview will help to obtain important input for a research paper titled “Foam Crafts to improve English vocabulary for the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena province, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that English is important in today’s education? Why?  
-----
2. How do you describe the English classes in your institution?  
-----
3. Do you think your English teacher applies correct strategies and methods in the development of her classes?  
-----
4. According to your criteria, how important is vocabulary in the English language learning?  
-----

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

-----

6. Do you consider that the application of didactic resources could support students from your institution to improve their English vocabulary? Why?

-----

7. What kind of didactic materials does your institution provide to your teacher?

-----

8. Have the teachers from your institution ever worked with didactic materials made of foam?

-----

9. Do you think that foam crafts could contribute students to improve their English vocabulary? Why?

-----

10. Would you support the application of foam crafts to improve the English vocabulary of the students from your institution? Why?

-----

**Thanks for your collaboration**

## Appendix N° 4: Interview Applied to the Specialists



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



| PERSONAL INFORMATION            |  |
|---------------------------------|--|
| <b>Full name:</b>               |  |
| <b>Age :</b>                    |  |
| <b>Degree:</b>                  |  |
| <b>Professional experience:</b> |  |

Dear specialist, this questionnaire will help to obtain important input for a research paper titled “Foam Crafts to improve English vocabulary for the seventh basic year students at Escuela de Educación Básica Particular Católica “Jesús el Salvador”, Santa Elena, Santa Elena province, 2015-2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Why do you consider that English is important in today’s education?

-----

2. According to your criteria, what is the role of vocabulary in the English language learning?

-----

3. What strategies do you apply to teach new vocabulary to your students?

-----

4. According to your criteria, what are the activities students like most during the vocabulary instruction?

-----

5. How do you define didactic materials?

-----

6. What are the advantages of using didactic material for teaching vocabulary?

-----

7. What problems would students have if educators do not apply didactic resources to teach English vocabulary?

-----

8. What is your opinion about the creation and application of didactic material made of foam in the English classes?

-----

9. What are the benefits of using foam crafts to improve the English vocabulary of students?

-----

10. According to your professional experience, why would you recommend the use of foam crafts to teach vocabulary in educational institutions?

-----

**Thanks for your collaboration**

## Appendix N° 5: Observation Guide



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



| GENERAL INFORMATION  |  |                        |
|--|--|------------------------|
| <b>Observer:</b> José Carvajal Villón.   | <b>Institution:</b> Escuela de Educación Básica Particular Católica “Jesús el Salvador”. |                        |
| <b>Observed Teacher:</b> Alexandra Torres.   | <b>Course:</b> Seventh Basic Year.   |                        |
| <b>Date:</b> October 26 <sup>th</sup> , 2015   | <b>Beginning time:</b>   | <b>Finishing time:</b> |
| <b>Objective:</b> to evaluate the teacher’s strategies and methodology applied to develop English vocabulary in a daily class. |  |                        |

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

**Author:** José Carvajal Villón

## Appendix N° 6: Diagnostic Test Applied to Students



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



|                           |       |       |
|---------------------------|-------|-------|
| STUDENT'S NAME:           |       | _____ |
| GRADE: Seventh Basic Year | DATE: |       |

### 1 READ THE STATEMENTS BELOW AND FILL IN THE BLANKS WITH THE CORRECT NATIONALITY. (0.50 each item). ( /2.50)

Ex. Carla is from Brazil. She is Brazilian.

- a) Brazilish                      b) Brazilian                      c) Brazilese

1.1 My parents were born in Peru. They are \_\_\_\_\_.

- a) Perun                              b) Peruvien                      c) Peruvian

1.2 Michael is from Japan. He is \_\_\_\_\_.

- a) Japanese                      b) Japanan                      c) Japane

1.3 Sarah and I are from Italy. We are \_\_\_\_\_.

- a) Italian                              b) Italien                              c) Italyn

1.4 I was born in Ecuador. I am \_\_\_\_\_.

- a) Ecuadoren                      b) Ecuadorien                      c) Ecuadorian

1.5 Vivian and Isabella are from France. They are \_\_\_\_\_.

- a) Francen                              b) Francese                              c) French







**2. FIND THE COMPARATIVE FORM OF THE ADJECTIVES FROM THE LIST IN THE WORDSEARCH. (0.50 each item). ( /2,5)**

|              |                  |                         |
|--------------|------------------|-------------------------|
|              | <b>ADJECTIVE</b> | <b>COMPARATIVE FORM</b> |
|              | <b>Ex: Small</b> | <b>Smaller</b>          |
|              | 1. Big           |                         |
|              | 2. Quiet         |                         |
|              | 3. Crowded       |                         |
|              | 4. Interesting   |                         |
| 5. Expensive |                  |                         |

**3. LOOK AT THE PICTURES BELOW, READ THE THREE OPTIONS AND CIRCLE THE CORRECT ONE. (0,50 each item) ( /3.50)**

|  |   |   |  |
|--|---|---|--|
| <p>a) Library<br/><b>b) Church</b><br/>c) Bookstore</p>  | <p>a) <b>Restaurant</b><br/>b) Library<br/>c) Movie theater</p> | <p>a) <b>Hospital</b><br/>b) Drugstore<br/>c) Museum</p>        | <p>a) <b>Flower</b><br/>b) Restaurant<br/>c) Bookstore</p> |
| <p>a) <b>Post office</b><br/>b) Hospital<br/>c) Bank</p> | <p>a) <b>Hospital</b><br/>b) Park<br/>c) Bus stop</p>           | <p>a) <b>Supermarket</b><br/>b) Post office<br/>c) Bus stop</p> | <p>a) <b>Mall</b><br/>b) Bus Stop<br/>c) School</p>        |

4. LOOK AT THE PICTURES, UNSCRAMBLE THE LETTERS AND WRITE THE CORRECT OCCUPATION. (0.30 each item). ( /1.50)

|  |  |  |
|--|--|--|
|   |   |   |
| <p>Ex: m n i f e r a</p>   | <p>o l p i c e - o f f i c e r</p>   | <p>r e a c t h e</p>   |
| <p><u>Fireman</u></p>  | <p>_____</p>   | <p>_____</p>   |
|  |  |  |
| <p>u b s d r i e v r</p>   | <p>o k o c</p>   | <p>c r e s e t a y r</p>   |
| <p>_____</p>   | <p>_____</p>   | <p>_____</p>   |

## Appendix N° 7: Rubrics for the Diagnostic Vocabulary Test

Chart N° 24: Rubrics for the Diagnostic Vocabulary Test

| ITEMS  | 2,50 Points  | 1,25 Points   | 0 Points   |
|--|--|---|--|
| <b>1<sup>st</sup> Item:</b><br><b>Multiple Choices-</b><br><i>Nationalities</i>                  | Students have a complete understanding of the item. Students circle all the correct answers (100%) in each sentence (Nationalities).   | Students have a certain understanding of the item. Students circle, at least, the 50% of the correct answers.                         | Students do not choose any of the correct answers.                           |
| <b>2<sup>nd</sup> Item:</b><br><b>Vocabulary Comprehension-</b><br><i>Comparative Adjectives</i> | Students have a complete understanding of the item. Students find all the correct answers (100%) in the wordsearch and write all the comparative adjectives in the char correctly. | Students have a certain understanding of the item. Students find and write, at least, the 50% of the correct comparative adjectives.  | Students do not find nor write any of the correct comparative adjectives.    |
|  | <b>3,50 Points</b>   | <b>1,75 Points</b>  | <b>0 Points</b>  |
| <b>3<sup>rd</sup> Item:</b><br><b>Multiple Choices-Places</b><br><i>in a City</i>                | Students have a complete understanding of the item. Students circle all the correct answers (100%) for each picture (Places in a city).  | Students have a certain understanding of the item. Students circle, at least, the 50% of the correct answers.                         | Students do not choose any of the correct answers.                           |
|  | <b>1,50 Points</b>   | <b>0,75 Points</b>  | <b>0 Points</b>  |
| <b>4<sup>th</sup> Item:</b><br><b>Unscramble the Letters-</b><br><i>Occupations</i>              | Students have a complete understanding of the item. Students unscramble all the letters (100%) and write the correct words (Occupations).  | Students have a certain understanding of the item. Students unscramble, at least, the 50% of the letters and write the correct words. | Students do not unscramble the letters nor write any of the correct answers. |

Source: Adapted from [http://images.slideplayer.com/14/4187538/slides/slide\\_13.jpg](http://images.slideplayer.com/14/4187538/slides/slide_13.jpg)

Author: José Carvajal Villón

**Appendix N° 8: Final Test Applied to Students**



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



|                                  |              |                              |
|----------------------------------|--------------|------------------------------|
| <b>STUDENT'S NAME:</b>           |              | <u>        </u><br><b>10</b> |
| <b>GRADE:</b> Seventh Basic Year | <b>DATE:</b> |                              |

**1- LOOK AT THE PICTURE OF A FAMOUS PERSON AND THEN CIRCLE THE CORRECT OPTION FROM THE PARENTHESIS. (0.50 each item) ( /3).**



This is Neymar. He is a soccer player.

- He is ( COLOMBIAN-ITALIAN-**BRAZILIAN** ).
- He is ( PRETTY - HANDSOME ).
- He is ( TALL - SHORT ).
- He is ( STOUT - SLIM ).
- He is ( OLD - YOUNG ).
- His hair is ( SHORT - LONG ).
- His hair is ( WAVY -STRAIGHT - CURLY ).

**2- LOOK AT THE CHORES CHART BELOW, READ THE SENTENCES AND WRITE TRUE OR FALSE. (0.50 each item). ( /2).**



| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

**Ex:** He has to do the shopping on Monday.

**FALSE**

- He has to cook on Tuesday. \_\_\_\_\_
- She has to sweep the floor on Wednesday. \_\_\_\_\_
- She has to make the bed on Thursday. \_\_\_\_\_
- She has to wash the dishes on Friday. \_\_\_\_\_

3- LOOK AT THE CHART BELOW AND COMPLETE THE BLANKS WITH THE CORRECT FUTURE TENSE (BE GOING TO) AND THE ACTIVITY.(0.5 each item) ( /2).

|   |  |
|---|--|
|   |   |
| <p>Ex: She <u>is going to watch TV</u> next Sunday.</p>                             | <p>They _____ next weekend.</p>  |
|  |  |
| <p>He _____ tomorrow.</p>   | <p>They _____ next Sunday.</p>   |
|  | <p>I _____ tonight.</p>  |

4- READ THE STATEMENTS BELOW AND THEN MATCH THE LETTER WITH THE CORRECT HOLIDAY. (0.50 each item)  
( / 3).

|          |  |                                |
|----------|--|--------------------------------|
| <b>A</b> | <b>Ex:</b> It is celebrated on May 1 <sup>st</sup> . | _____ Christmas                |
| <b>B</b> | It is celebrated on February 14 <sup>th</sup> .      | _____ <b>a</b> _____ Labor Day |
| <b>C</b> | It is celebrated the second Sunday of May.           | _____ New Year's Eve           |
| <b>D</b> | It is celebrated on December 25 <sup>th</sup> .      | _____ Columbus Day             |
| <b>E</b> | It is celebrated on October 12 <sup>th</sup> .       | _____ Mother's Day             |
| <b>F</b> | It is celebrated the third Sunday of June.           | _____ Saint Valentine's Day    |
| <b>G</b> | It is celebrated on December 31 <sup>st</sup> .      | _____ Father's Day             |

## Appendix N° 9: Rubrics for the Final Vocabulary Test

Chart N° 25: Rubrics for the Final Vocabulary Test

| ITEMS  | 3 Points   | 2 Points  | 1 Point  | 0 Points   |
|--|--|---|--|--|
| <b>1<sup>st</sup> Item:</b><br><b>Multiple choices-</b><br><i>Nationalities</i>                                    | Students have a complete understanding of the item. Students circle all the correct answers in each sentence (Nationalities).                        | Students circle the 75% of the correct answers.   | Students have a certain understanding of the item. Students circle less than the 50% of the correct answers. | Students do not choose any of the correct answers. |
|  | <b>2 Points</b>  | <b>1 Point</b>  | <b>0 Points</b>  |  |
| <b>2<sup>nd</sup> Item:</b><br><b>Vocabulary Comprehension-</b><br><i>Chores</i>                                   | Students have a complete understanding of the item and write the correct answer for each sentence (TRUE-FALSE).                                      | Students have a certain understanding of the item and present some mistakes in their answers. | Students do not choose any of the correct answers.   |  |
| <b>3<sup>rd</sup> Item:</b><br><b>Fill in the Gaps with <i>Be Going to</i> + <i>Activities for the Weekend</i></b> | Students have a complete understanding of the item and fill in the blanks with the correct form of <i>Be Going To + Activities for the Weekend</i> . | Students have a certain understanding of the item and present some mistakes in their answers. | Students do not complete the blanks with any of the correct answers.   |  |
|  | <b>3 Points</b>  | <b>2 Points</b>   | <b>1 Point</b>   | <b>0 Points</b>                                    |
| <b>4<sup>th</sup> Item:</b><br><b>Matching-</b><br><i>Holidays</i>   | Students have a complete understanding of the item and match all the holidays with their celebration days correctly.                                 | Students match the 75% of the correct answers.  | Students have a certain understanding of the item. Students match less than the 50% of the correct answers.  | Students do not match any of the correct answers.  |

**Source:** Adapted from [http://images.slideplayer.com/14/4187538/slides/slide\\_13.jpg](http://images.slideplayer.com/14/4187538/slides/slide_13.jpg)

**Author:** José Carvajal Villón

**Appendix N° 10: Students' Names from the Seventh Basic Year**

| N° | FULL NAME OF STUDENTS                |
|----|--------------------------------------|
| 1  | Alvarez Alejandro Melanie Fiorella   |
| 2  | Barrera Muñoz José Francisco         |
| 3  | Bernabé Perero Karla Dayanna         |
| 4  | Carrera Mendoza Diego Orlando        |
| 5  | Figuroa Salinas Jordy Ernesto        |
| 6  | González Suárez Luis Sebastian       |
| 7  | Guale Huamán Allison Melissa         |
| 8  | Mateo Vera Noelia Doménica           |
| 9  | Matías Montenegro Víctor Josué       |
| 10 | Ormeño Bravo Linda Daniela           |
| 11 | Ramos Rodríguez Karla Lissette       |
| 12 | Regatto Del Pezo José Manuel         |
| 13 | Reyes Ramírez Nayeli Jaretsy         |
| 14 | Román Cortez Julián Paolo            |
| 15 | Sarmiento Pilco Anette Luisana       |
| 16 | Solano Baque Joan Enrique            |
| 17 | Solórzano Villao Carlos Alberto      |
| 18 | Soto Valencia Bryan Ariel            |
| 19 | Suquilanda Gonzabay Christian Israel |
| 20 | Terranova Reyes Irvin Joshua         |
| 21 | Tomalá Pozo Angie Dayanara           |
| 22 | Vargas Mosquera Gilson Alberto       |
| 23 | Vera Echeverría Romina Anahí         |
| 24 | Zambrano Barzola Tanya Stephany      |

**Source:** Secretary of Escuela de Educación Básica Particular Católica “Jesús el Salvador”

## Appendix N° 11: Legal Articles

### Chart N° 26: Legal Articles

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

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

**Source:** 2008 Constitution of Ecuador and Childhood and Adolescence Code  
**Author:** José Carvajal Villón

**Appendix N° 12: Interview with the Principal**



**Author:** José Carvajal Villón

**Appendix N° 13: Interview with the English Teacher**



**Author:** José Carvajal Villón

### Appendix N° 14: Observation Session



Author: José Carvajal Villón

### Appendix N° 15: Students during the Survey



Author: José Carvajal Villón

### Appendix N° 16: Students during the Diagnostic Test



Author: José Carvajal Villón

### Appendix N° 17: Investigator during the Proposal Application



Author: José Carvajal Villón

**Appendix N° 18: Investigator during the Proposal Application**



**Author:** José Carvajal Villón

**Appendix N° 19: Investigator during the Proposal Application**



**Author:** José Carvajal Villón

**Appendix N° 20: Students during the Final Test**



**Author:** José Carvajal Villón

**Appendix N° 21: Elaboration of Foam Crafts-Flashcards**



**Author:** José Carvajal Villón

### Appendix N° 22: Elaboration of Foam Crafts-City



Author: José Carvajal Villón

### Appendix N° 23: Elaboration of Foam Crafts-Posters



Author: José Carvajal Villón

## Appendix N° 24: Elaboration of Foam Crafts-Cards and Charts



**Author:** José Carvajal Villón

**Appendix N° 25: Letter to the Educational Institution Principal**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



Oficio n. °: ESID - CLI -2015-207-OF  
La Libertad, 31 de agosto de 2015

Licenciado,  
Victor Magallanes

**ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR CATÓLICA**  
**"JESÚS EL SALVADOR"**

En su despacho,

De mis consideraciones:

El Sr. JOSÉ ANTONIO CARVAJAL VILLÓN, CI # 240001015-9, egresado de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés cuyo tema de investigación a desarrollar se detalla a continuación:

| TRABAJO DE TITULACIÓN  | TUTOR ASIGNADO            | RESOLUCIÓN  |
|--|---------------------------|---|
| FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASICA YEAR STUDENTS AT E.G.B PARTICULAR CATÓLICA "JESÚS EL SALVADOR" SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016 | MSc. Sandra Caamaño López | RCA-016-2015<br>sesión<br>extraordinaria<br>(Julio 02/2015) |

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,



*Glenda Pinoargote Payra*  
Glenda Pinoargote Payra, **MAD.**

**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**

## Appendix N° 26: Permission to Apply the Proposal



**ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR**  
**"JESÚS EL SALVADOR"**  
**Santa Elena - Ecuador.**  
Teléfono N° 2940 739



Santa Elena, 4 de Septiembre del 2015

Lcda. Glenda Pinoargote Parra, **MAD**  
**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**  
Universidad Estatal Península de Santa Elena  
Presente.

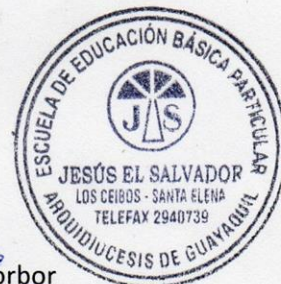
De mis especiales consideraciones:

Por medio de la presente **AUTORIZO** al Sr. **JOSÉ ANTONIO CARVAJAL VILLÓN**, estudiante de la carrera de Licenciatura en Inglés de la UPSE, para que realice, en la Institución que represento, todas las actividades concernientes al desarrollo de su Tesis **FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS AT E.G.B. PARTICULAR CATOLICA " JESÚS EL SALVADOR" SANTA ELENA, SANTA ELENA PROVINCE, 2015 - 2016.**

Sin otro particular,

Atte.

Lcdo. Víctor Magallanes Borbor  
**DIRECTOR**



## Appendix N° 27: Certification of the Proposal Application



**ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR**  
**"JESÚS EL SALVADOR"**  
**Santa Elena - Ecuador.**  
Teléfono N° 2940 739



Santa Elena 27 de enero del 2015

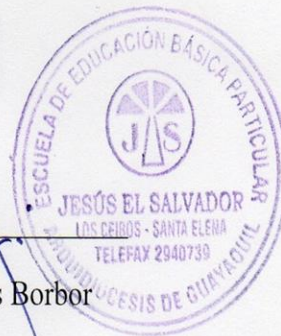
### CERTIFICADO

Yo, Víctor Magallanes Borbor, Director de la E.E.B. "Jesús El Salvador", **certifico** que el Sr. **JOSÉ ANTONIO CARVAJAL VILLÓN**, con cédula de identidad N° 240001015-9, egresado de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas, Carrera de Licenciatura en Inglés; ha desarrollado e implementado el tema de investigación: **FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASIC YEAR STUDENTS**, desde el 4 de septiembre del 2015 hasta el presente, en la institución educativa que dirijo.

Se expide la presente solicitud del interesado para los fines que crea conveniente.

Atentamente,

Lcdo. Víctor Magallanes Borbor  
**DIRECTOR**



## **Appendix N° 28: Urkund Report**

La Libertad 10 de Marzo del 2016

### **CERTIFICADO ANTIPLAGIO**

#### **001-TUTOR SECL-2016**




En calidad de tutora del trabajo de titulación denominado **“FOAM CRAFTS TO IMPROVE ENGLISH VOCABULARY FOR THE SEVENTH BASICA YEAR STUDENTS AT E.G.B. PARTICULAR CATÓLICA “JESÚS EL SALVADOR” SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016”**, elaborado por el estudiante **JOSÉ ANTONIO CARVAJAL VILLÓN**, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
Sandra Elizabeth Caamaño López  
C.I. 091557353-9  
DOCENTE TUTORA

## Urkund Report

← → ↻ <https://secure.orkund.com/view/15088738-564416-597345#q1bKLvayio7VUSrOTM/LTMtMTsxLTIWyMqgFAA==>   

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
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## **Appendix N° 29: Certification of Thesis Advisor**

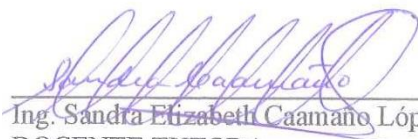
La Libertad 10 de Marzo del 2016

### **CERTIFICACIÓN DEL DIRECTOR DE TESIS**

Ing. SANDRA ELIZABETH CAAMAÑO LÓPEZ MSc. TUTORA DEL TRABAJO DE TITULACIÓN DEL EGRESADO JOSÉ ANTONIO CARVAJAL VILLÓN

#### **CERTIFICA**

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

  
Ing. Sandra Elizabeth Caamaño López MSc.  
DOCENTE TUTORA