



PENINSULA OF SANTA ELENA STATE UNIVERSITY

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

“VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS IN THE STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA “MANUELA SAENZ” PCEI DISTANCE SCHOOL, BALLENTA, PROVINCE OF SANTA ELENA 2014 – 2015”.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

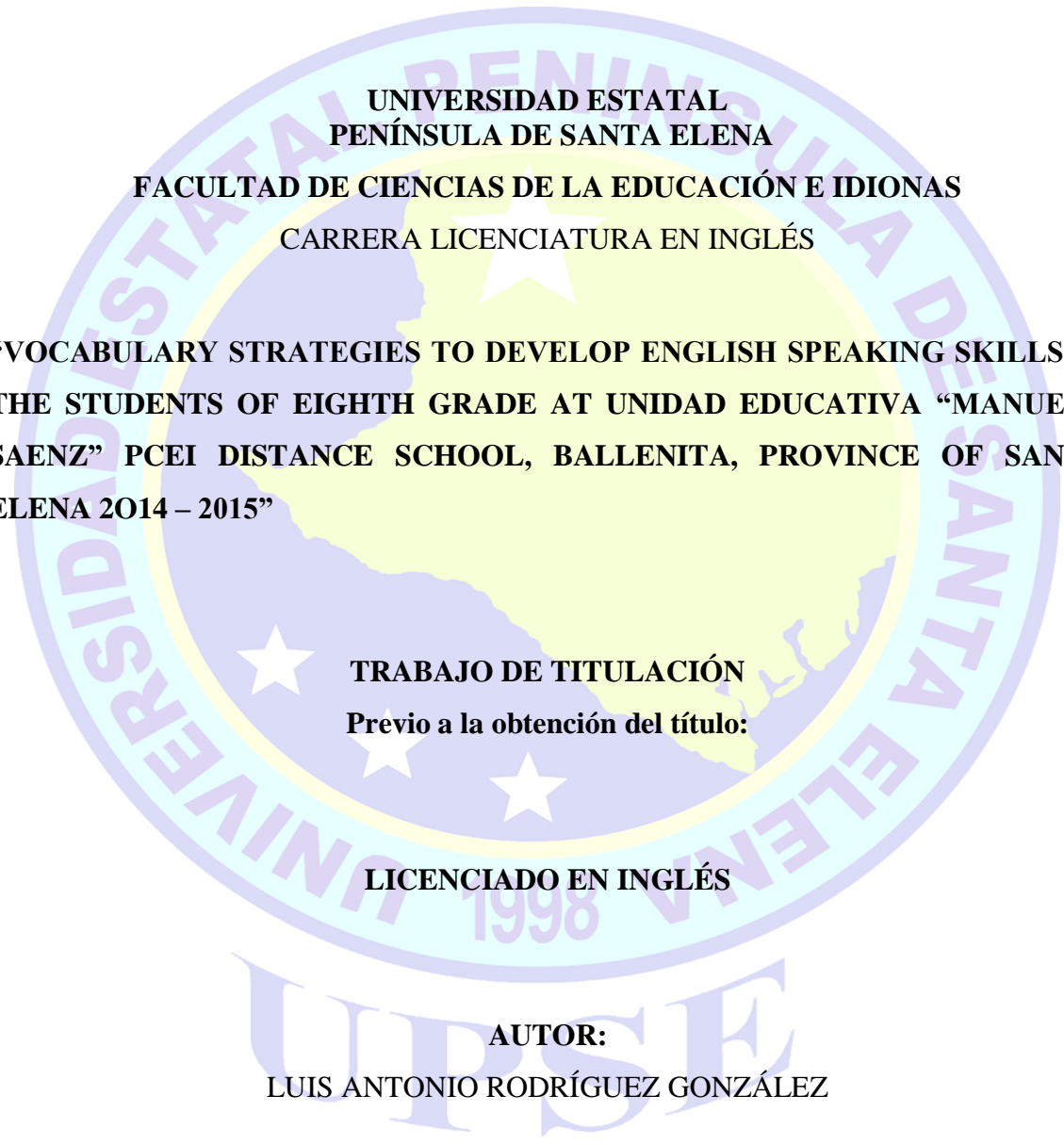
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**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIONAS
CARRERA LICENCIATURA EN INGLÉS**

**“VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS IN
THE STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA “MANUELA
SAENZ” PCEI DISTANCE SCHOOL, BALLENTA, PROVINCE OF SANTA
ELENA 2014 – 2015”**

**TRABAJO DE TITULACIÓN
Previo a la obtención del título:**

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La Libertad, May 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “Vocabulary Strategies To Develop English Speaking Skills In The Students Of Eighth Grade At Unidad Educativa “Manuela Saenz” PCEI Distance School, Ballenita , Province of Santa Elena 2014 – 2015” prepared by Luis Antonio Rodriguez Gonzalez undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed this project, I approve of it in its entirety. This project fulfills, to the best of my knowledge, the requirements necessary to be submitted for evaluation to the board of examiners.

Sincerely

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DEDICATION

I want to dedicate this project that represents my perseverance and effort to my family, mother and father: Rosa And Tito, who gave me life and encouraged me through this stage of my life; My brothers and sisters: Victor, Ernesto, Segundo, Rosa, Carmen And Jenny, thank you for supporting me in every moment of my life.

My dear wife: veronica, who is always there, guiding me and giving me the necessary strength to complete my objectives, and my daughters: Damarys And Fiorella, they are my main reason to live.

Luis

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LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

**“VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING
SKILLS IN THE STUDENTS OF EIGHTH GRADE AT UNIDAD
EDUCATIVA “MANUELA SAENZ PCEI” DISTANCE SCHOOL,
BALLENITA , PROVINCE OF SANTA ELENA 2014 – 2015”.**

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Advisor: Lcda. Gabriela Muñoz V.

ABSTRACT

This project was created to promote an active participation of young and adult students in the process of learning the English language. This is a way of contributing to their integral development, using strategies, didactic elements and technological resources that will facilitate language learning. The main problem observed in the English teaching is the inadequacy of applications of teaching materials in the classes. This insufficiency creates concern because the students do not have significant English previous knowledge. To give solution to this predicament, the teacher needs to use strategies and a didactic guide to help increase speaking skills. With the teaching of rich vocabulary to the students of “Unidad Educativa Manuela Saenz PCEI” Distance School they will easily communicate with foreigners. For the compilation of such information, a survey was conducted to the teacher and students. The results are shown with graphs to better understand this project. This work is important because English learning for the young and the adult students can be of great benefit and they can achieve a wider command of vocabulary.

Key words: teaching strategies, vocabulary, didactic guide, integral development, etc.

INTRODUCTION

This project is an inclusion of the English language to young and adult students because it is necessary to know two languages in our province. The idea is to have the students assimilate new words in a meaningful and permanent way that will improve their English speaking skills. For this reason the teacher will increase the students' knowledge through the implementation of teaching strategies to learn English vocabulary. In order to gain knowledge of English vocabulary, there is a number of didactic materials that teachers can use such as books, cards, flashcard, magazine, and etc. where students can familiarize themselves with the acquired English vocabulary in a way that accomplishes the inclusion of the new language. Therefore, the use of didactic materials not only teaches skills but also makes learning interesting and dynamic. This project is divided in the following way:

Chapter I It is the development of the statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, delimitation of research object, significance, general and specifics objectives of the research.

Chapter II This chapter describes the previous research, philosophical basis, Fundamental categories, legal basis, hypothesis, variables of the study.

Chapter III Establishes research methodology, previous research, philosophical basis, fundamental categories, legal basis, hypothesis, variables of the study.

Chapter IV Interprets the results of the surveys of the teacher and students at
“Unidad Educativa Manuela Saenz PCEI” DISTANCE SCHOOL.

Chapter V Administrative Framework such as resources, institutional, humans,
Materials and Economic.

CHAPER I

STATEMENT OF THE PROBLEM

1.1 TITLE

“VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS IN THE STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA “MANUELA SAENZ” PCEI DISTANCE SCHOOL, BALLENTA , PROVINCE OF SANTA ELENA 2014 – 2015”

1.2 STATEMENT OF THE PROBLEM

1.2.1 Contextualization

The objective of **UNESCO** is to make of the human being an honest man through education, culture, communication, natural and social sciences establishing global referent agreements to the ethical beginnings in order to guarantee the universal respect with justice irrespective of race, sex, language or religion. The organization also plays an important role in the exchange of information and knowledge; it helps the people construct their human and group qualifications.

Worldwide, the interchange of knowledge puts interest based primarily on the investigation, the capability and teaching will improve the system of education.

In our country we have a similar education system to those of other countries. Public and private schools had a different way of teaching the English language,

they used the strategy of repetition and this did not have positive results in the students' learning. The learning was not significant and the students' dialogue was not fluent. Today, the education system has created teaching strategies that are more interesting such as: games, songs, flashcards, etc. In addition, the technology also makes vocabulary a little easier to learn because the students can see videos or different images in different web sites. Finally, the students can contribute their ideas and the teacher serves as a facilitator as opposed to the past where the teachers were authorities in the classroom.

In Ballenita, Province of Santa Elena the eighth grade students at "Unidad Educativa Manuela Saenz" PCEI Distance School, present some problems with the learning of new vocabulary.

The students reflect poor fluency as a result of the teacher's methodology. Many teachers are aware of the importance of vocabulary, but the teaching instruction are still partially focused just on its meaning and tended to be incidental.

This means that firstly, teachers tend to focus on semantic aspects of lexical items and their use in specific contexts, or review words. Secondly, teachers tend to supply information for priority needs in the teaching process, to correct students' errors and check students' understanding.

The reason is that they do not have enough information in this given subject or maybe they are not bringing their knowledge up to date which is required in the actual curriculum design.

McCarthy and Carter seem to think it is important to identify the most frequent 2,000 to 5,000 vocabulary words and recommend it to be priority in teaching. It is improbable that teachers provide a large amount of vocabulary in class that the students will need to use or understand, so it is equally important to help students with how to discover vocabulary daily.

1.2.2 CRITICAL ANALYSIS

The reason of this research is to give a positive answer to the poor fluency in the oral communication through Vocabulary Strategies we will be using oral tasks for “understanding” and “expression” in order to increase the students’ English speaking skills. The activities for communications will vary in activities such as games, stories interviews, vocabulary etc.

In our time, the teacher does not use motivational activities in the classroom and therefore it is necessary to implement enthusiastic strategies every day teaching when conducting the class.

1.2.3 Problem Formulation

What will be the effect of vocabulary strategies in the development of speaking skills in students of Eighth grade at “Unidad Educativa Manuela Saenz” PCEI Distance School, Ballenita, Province of Santa Elena 2014 – 2015”?

1.24 Guideline questions

- 1) What is the purpose of acquiring English Vocabulary?
- 2) What kind of activities can you do in class?
- 3) What makes speaking English difficult?
- 4) How many hours a week do you study English in order to communicate in the classroom?
- 5) How is English important to your daily life?
- 6) How is English important for your future?
- 7) What do you consider is extremely difficult when learning English?
- 8) How will you help yourself discover the meaning of English vocabulary, especially when you are in class?

1.2.5 Delimitation of Research Object

FIELD: Education **AREA:** English as foreign languages.

ASPECT: Vocabulary strategies to develop speaking skills.

TITLE: "VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS IN THE STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "MANUELA SAENZ" PCEI DISTANCE SCHOOL, BALLENERA, PROVINCE OF SANTA ELENA 2014 – 2015".

TERM DELIMITATION: The work is directed for the young and the adult students.

DELIMITATION OF THE POPULATION: Director, teachers, students.

SPATIAL DELIMITATION: This project will be performed at Unidad Educativa “Manuela Saenz” PCEI Distance School.

CONTEXTUAL DELIMITATION: The object of study is between the young and the adults students.

1.3 SIGNIFICANCE

Around the world English language is used for many things, as well as for specific purposes such as business, entertainment, sports, fashion, etc. It has been shown that the ability to speak is more important than other skills because by the students can communicate with their classmates and with foreign people for that reason it is very necessary that all educational institutions impart the subject of English.

Vocabulary strategies will have an effective impact in the students when speaking the English language fluently; they will obtain better probabilities to attain their goals and to work with international companies and the new technology.

The increase of vocabulary strategies and the speaking skills are fundamentally for the use of strategies that develop a significant knowledge in the students at Unidad Educativa “Manuela Saenz” PCEI Distance School, Ballenita, Province of Santa Elena.

The purpose of this research is to find new techniques for teaching the English language through vocabulary. Vocabulary is essential, it promotes a good comprehension, it increases their lexical or the communication with other people, it will change their fluency. Also teaching vocabulary is very important because, nowadays it is necessary to know two languages in our country. English language skills are regarded as a key requirement for an individual to obtain a better salary. Some companies stated that salaried professionals with good English language skills advance quickly, resulting in better salaries and conditions. For that reason it is totally necessary to create vocabulary strategies, to help teachers, students and parents.

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 General

To develop speaking skills through vocabulary English strategies in students of eighth grade, Unidad Educativa “Manuela Saenz PCEI” Distance School, Ballenita, Province of Santa Elena.

- To identify what the problems for internalizing new vocabulary are.
- To establish what the best strategies are to teach English vocabulary.
- To propose the knowledge of the students through vocabulary.
- To analyze easy vocabulary for teaching the students in a specific period.
- To define new strategies for teaching English vocabulary in order to increase the communication between students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

The current work is leaning toward vocabulary learning strategies to develop English speaking skills in the young and the adult students. Through the learning of English vocabulary, the students will be ready to speak, exchange ideas, read books, magazines etc. In addition, it is very important for the reading process because it helps to know new words.

In our province there are a lot of difficulties with the understanding of the meaning of many words within the text being read. The reasons may be that they do not know or simply do not remember the word; and so teachers must be prepared with new strategies so that the students can improve their new language acquisition, moreover, will help the students develop speaking skills.

According to the research, the best age to learn the English language is during childhood. Young children are not afraid to utter sounds; they have a great ability to imitate them and have fun while doing it. When the child reaches puberty the fear of ridicule and shame begins to settle.

Structural approach is obsolete, but communicative approach is up to date, which is humanistic and focuses more on learning and language will expand further. This latter approach points to the use of teaching strategies and techniques that reduce the fear of learning a foreign language to the young and the adult students. One of the fundamental tasks of the teacher should be to require students to achieve the learning contents that influence the development of their personality and strategies for teaching and learning.

With these new strategies the students will memorize a lot of words, As (Bastanfar,2010) said he knows that a good vocabulary is important for communication and without this knowledge you could not have communication, production nor comprehension. It is allowing the students' knowledge to grow in the educational campus.

A book written by researchers at the University of Lleida said that the importance of vocabulary in the communication process is evidenced by the fact that students rate the vocabulary knowledge as one of the most useful for their participation in communication events.

Acquiring the English language during adulthood the vocabulary learning is easier, but the accent is dominated by his or her mother tongue. It is important to consider Dr. G. Manivannan's research in which he says that the accent is not important for the person who speaks the language, but it is important to have a good educational experience in the classroom.

House, (2011) says that English is regarded as a second foreign language used internationally and should be taught to the young and the adults students for general purposes, academic, or specific, to develop independent thinking.

In recent times, Ecuadorians have seen an increase in the teaching of English in several countries. It has become a globalized language.

Dr. G. Manivannan considered that English is the official language of science, technology; commerce, computing, publishing, traveling, education, international negotiation and maritime transportation.

According to Long & Doughty acquiring a second language focuses on the differences in the linguistic aspects such as, syntax, morphology, phonology, vocabulary, spelling, etc. and not on the learning by similarity of words the similarities have a direct effect on language learning.

In another research they consider that the students had an immediate result on learning by similarities where they can memorize, using the same words of the mother tongue and can therefore be remembered because they are similar to their own language. Moreover, when learning a second language, the young and the adult students also learn by assimilating to their native language, this occurs because the similarities between the two languages are better processed and easier to communicate, and therefore he or she may work harder to learn a second language after adolescence. With these strategies in place these students will succeed in meaningful learning of the language.

To be familiar with vocabulary is essential, according to O'Dell research, the students should recognize about 2000 most common words in the English language, they may find words that they already know, but with a different meaning.

On the other hand, Edward Y. Odisho indicates that common vocabulary between Spanish and English is very large in numbers because they share Indo-European connection and borrow words from Latin and French. Although he says that it is a problem for students in the matter of encoding and decoding, the translation of the English language learning has to be wary with orthography and word pronunciation especially when the meaning is different, see **chart # 1**:

Chart #1 Similar Words

English	Spanish	meaning/Spanish	English	Spanish	meaning/Spanish
Actual	Actual	present current	Edit editor	Editar editor	Publish Publisher
Assist	Asistir	Attend	Exit	exit	Outcome: Success
Advise	Avisar	Inform	Fabric	fabrica	Factory
Dormitory	Dormitorio	Bedroom	Lecture	lectura	Reading
Embarrassed	Embarazada	Pregnant	Revise revisor	reviser revisor	Edit Editor

Dee Gardner considered the key here is that the difficulty of learning new words will vary depending on what learning already know(or do not know) about those words in terms of both the concepts behind the words and the label used to

identify them. Accordingly, teacher must adjust the degree of attention paid to such words, making well- reasoned assumptions about words learners will and eventually acquire find easier or more difficult to understand.

In other words, learning a foreign language enables the young and the adult students to broaden their horizons. Bilinguals have other advantages; they tend to have greater intellectual flexibility, which are shown in the techniques of problem solving and creativity.

Furthermore, the increasing vocabulary is one fundamental requirement for acquiring language and this understanding can only be feasible when educators use effective teaching strategies and learning vocabulary for the student to develop their knowledge, which is the goal of this thesis research. Vocabulary is very necessary when the students want to communicate with foreigners.

2.2 PHILOSOPHICAL BASIS

The research investigation is held in the thoughts and big philosophers' ideas, because it examines the problems in the application of strategies to learn vocabulary and that way giving alternatives of solution through strategies that contribute by taking measures and defined actions that guarantee the wellbeing of young adults in his or her learning.

It is good to know the different theories that exist about the learning developed by some pedagogues. To be familiar with these theories will help classify the

concepts of learning, this way it can be identified with some of their educational work.

Piaget said that the best form of learning is with the adaptation and differentiation theory. With those theories the building of education can be based on learning models for the young and the adult students and simultaneously, exceed it. On the other hand, Vygotsky said that modern theories and practical demonstration in adult education show more variability in learning resources and a significant change from the teacher to friends, family or online platforms and distance.

Both authors consider that the learning styles of adult learning are the same as a child. However, Vygotsky's theory is about differentiation or the distinguishing of one thing from another and Piaget theory's is based on modern theories.

2.3 FUNDAMENTAL CATEGORIES

Teaching: The objective is to help develop the growth of the student to become interested in learning.

Learning is based on what the students already know and observation begins with the recognition of the fact and objects of concepts we already know.

Vocabulary: It refers to the knowledge of stored information about the meaning and pronunciations of word necessary for the communication.

Strategies: A strategy is about shaping the future. It is the reason we become interested.

Skill: A skill is the ability learned through of a deliberate, systematic and sustained effort to accomplish a task with predetermined results in a time determined.

Motivation: Guay et al' (2010) the definition of motivation is “the reasons underlying behavior

Chart # 2

2.4 LEGAL BASIS
Education is considered a fundamental right that is promoted for all children, young and adults should benefit from a bilingual education that satisfies their basic learning needs.
All the articles referent to the constitution of the Republic of Ecuador and the good way of living system are in appendix.

2.5 HYPOTHESIS

The use of vocabulary strategies will develop speaking skills to students at UNIDAD EDUCATIVA “MANUELA SAENZ” PCEI DISTANCE SCHOOL IN BALLEENITA, SANTA ELENA PROVINCE IN THE PERIOD 2014 – 2015.

2.6 VARIABLES OF THE STUDY

Dependent Variable

To development speaking skills

Independent Variable

Learning strategies to develop vocabulary

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

The strategies for teaching vocabulary in the English language are divided into 5 groups:

- Games
- Role-play
- Flash Card
- Work in group
- Conversations

The purpose of teaching vocabulary in the English language is to develop the students' communication ability through the classmate and teacher interaction.

This skill will be based on games, role-play, conversations, work in group and audiovisual aids that can be used in a dynamic way and therefore can contribute to the development of critical thinking skills. It is required that those strategies being applied daily such as 10 words per class with a duration of 20-30 minutes. As a result, those strategies can be successful vocabulary learning for the students. It is important that the teacher complements this method with gestures, facial expressions and actions because that will be the key to understanding its meaning.

When students find it difficult to apply any of these techniques for learning, feedback is necessary, depending on the difficulty of the activities. It is essential to develop Flash Card which will be taught to the students in order to strengthen understanding and comprehension of meaning.

It is necessary to use audiovisual resources, such as:

- * Computers
- * projector
- *recorder
- *Flash Card

- *TV
- *Videos
- *Directed and free games
- *Music

The main topics to initiate these strategies can be; pets, school, family, vowels, numbers, means of transport, colors, food, and the human body. It will be implemented with didactic guide that can be used in the classroom, in the school playground or any other environment.

It is important that teachers have a good English level in addition to the appropriate training in order to implement the vocabulary teaching.

3.1 Research approach

Without the use of a methodology, it is almost impossible to be able to obtain the scientific knowledge that is necessary for the recognition of an investigative job.

The development of the research has allowed for the study to identify the strategies that must be applicable with the young and adult students to achieve the maximum performance of activities in the classroom. With the use of the strategies, the student will get the increase of new vocabulary. The goal is to find solutions of improvement in the development of the educational activities.

3.2 LEVEL OR TYPE OF THE RESEARCH

The educational process depends on an excellent development of teachers in research; through it, it has great teaching aid. The objective is beneficial to the educational community with anything that helps the young and the adult students that are educated at “Unidad Educativa Manuela Saenz PCEI” Distance School, Ballenita, Province of Santa Elena.

This research is looking for new approaches of the reality as a critical and scientific systematic process to solve the problem such as is the lack of application strategies to increase the vocabulary and development of the speaking skills. This research has been based on the following study.

3.2.1 Description Method

Ways of Obtaining Descriptive Information, personal interview or by a mail survey. This type of descriptive investigation is classified as questionnaire or opinion-mail studies. It allows identifying what are the real features of the phenomena, in this case, English Language Learning. So, after the problem is located at Unidad Educativa “Manuela Saenz” PCEI, it will allow knowing the

causes of the shortage in their English learning. One and the most relevant problem is the lack of fluency in the speaking skills: they are not motivated; they do not understand the meaning of words, and all of these problems make the young and the adult students lose the interest in their learning

3.2.2 Field Research

Several surveys, questionnaires will be applied the young and the adult students, teachers , which will give data informing about what possible causes are in the development of speaking skills in eighth graders at Unidad Educativa "Manuela Saenz" PCEI Distance School , where the problems are observed.

3.2.3 Instruments for Data Collection

For the development of this research it will be considered the scientific observation method, because during the observation process it was discovered a problem that this research will pretend to solve.

The first aspect that this research will consider is the following:

3.2.4 Synthetic Analytical Method

For the synthesis of this research, information from different sources were used, such as e-books, internet pages, articles, etc., and they were used for the elaboration and process of quotations in the development of the literature review of this research.

3.2.5 Inductive Deductive Method

This method is used at the moment of collecting all the information and data in order to establish the general results.

3.3 POPULATION AND SAMPLE

The population is composed by 40 students of the eighth grade who are young and adults between 18 and 40 years at Unidad Educativa “Manuela Saenz PCEI” Distance School legally registered in 2014-2015.

3.3.1. Population

Chart #3: Population

N°	Descripción	Quantity	%
01	DIRECTOR	1	3%
02	TEACHER	1	2%
03	STUDENTS	40	95%
TOTAL		42	100 %

Source: Research data

Author: Luis Antonio Rodríguez González

3.4 VARIABLES OPERATIONALIZATION

- Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences.

Independent Variable: Teaching strategies to develop the speaking skills in the students.

Chart # 4: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Teaching strategies to develop the speaking skills in the students.	Integral development Acquire knowledge	Skills Strategies Tools Technology Audio Video	Are students allowed to improve their speaking skills? Does the teacher apply the right and appropriate didactic material in the classroom? Are the teachers able to use didactic guide in the classroom? Will the use of technology improve the speaking skills of the eighth grade students?	Lesson Plans Observation sheet Observation Interview Survey Video-Camera Camera

Source: Students of eighth grades at “Unidad Educativa Manuela Saenz Distance School.

Author: Luis Antonio Rodríguez González

Dependent Variable: The independent study of the eighth grade students from the “Unidad Educativa Manuela Saenz” PCEI Distance School.

Chart # 5 : Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Independent study of the eighth grade students from the “Unidad Educativa Manuela Saenz” PCEI Distance School.	Teaching strategies Significative learning. Development speaking skills.	Skills Strategies Tools Technology Audio Video	Are students doing independent study to improve their speaking skills? Does the teacher promote the independent study in their students? Will the independent study improve the speakin skills of the students of eighth grade from the Unidad Educativa Manuela Saenz PCEI Distance Scgool.	Lesson Plans Observation sheet Observation Interview Survey Camera Game Didactic guide Didactic materials

Source: Students of eighth grades at “Unidad Educativa Manuela Saenz Distance School.

Author: Luis Antonio Rodríguez González

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

Various technique and tools was used by the investigator for information process.

To develop the research topic the author has referred to the **interview and survey above**. These results helped to resolve the problem of learning and improving the vocabulary in the English language through the use of strategies taught to the adults and young people with the help of the teachers and directors.

3.5.1.1 Observation

It was studied the problems that occur in the development of English foreign language class in this school.

3.5.1.2 Interview

Interview was a process of communication or interaction in which the subject or interviewer gives the needed information verbally in a face-to face situation because in order to know what were the problems in the school.

3.5.1.3 Survey

A system method for gathering information, from (a sample of) individual for the purposes of describing the attributes of the larger population of which the individuals are member.

3.5.1.4 Questionnaire

It was elaborated to get information about the stated problem in the institution.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, for teacher and the students.

Chart # 6: Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To develop the speaking skills of students.
2. From which people or objects?	The eighth grade students from the Unidad Educativa Manuela Saenz PCEI Distance School.
3. About what aspects?	Vocabulary strategies to develop English speaking skills.
4. Who?	English teacher of Unidad Educativa Manuela Saenz PCEI Distance School.
5. To Whom?	Students and professors.
6. When?	2014 - 2015.
7. Where?	At Unidad Educativa Manuela Saenz PCEI Distance School
8. what is the duration?	Three months during the academic year 2014 - 2015.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Students of eighth grades at “Unidad Educativa Manuela Saenz Distance School.

Author: Luis Antonio Rodríguez González

3.7 DATA PROCESSING PLAN

Chart # 7: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of use of teaching strategies for learning vocabulary was determined through surveys directed to students and professors of eighth grade from the “Unidad Educativa Manuela Saenz PCEI” Distance School to increase speaking skills.</p>	<p>When the problem was discovered the researcher used Books, articles, internet, among others. The technology was the main tool for looking for necessary information through web.</p>	<p>Once the problem was confirmed in the “Unidad Educativa Manuela Saenz PCEI” Distance School, surveys and interview were made (survey for students and interviews for Principal.), these were analysed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that showed the lack of use of teaching strategies for learn vocabulary of students of eight grade from “Unidad Educativa Manuela Saenz PCEI” Distance School, it was important that authorities and teacher use new ways to teaching English vocabulary to improve the speaking skills in each student.</p>	<p>Implementing the teaching strategies and with the help of didactic guide the students of eight grade from the “Unidad Educativa Manuela Saenz PCEI” Distance School will improve their speaking skills.</p>

Source: Students of eighth grade at “Unidad Educativa Manuela Saenz Distance School.

Author: Luis Antonio Rodríguez González

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey directed to the principal

The principal's interview at Unidad Educativa "Manuela Saenz PCEI" Distance School was very important because it was found that the answers were very clear and precise concerning the investigation.

1. Why do you think that is important to teach the subject of English in your institution?

Nowadays we are in a globalized world; we must know the English language because it is a language spoken around the world since we have so many foreign visitors in our country.

2. Do you think that applying teaching strategies for learning new vocabulary give good results? Why?

Yes, I think that by applying these teaching strategies the students will improve their vocabulary and the teacher would draw attention with motivating strategies and classes will not be boring as it was before.

3. What do you think would have a positive impact to learn English on students of eighth grade in your institution?

I think they begin another level of education and will have more time to practice in class or at home so that they will have a positive start and the

teachers with his experience would use the strategies necessary to learn in new language.

4. Why do you consider teaching a good vocabulary to the students could dominate the English language?

Yes, because with the teaching of vocabulary the students will have conversation with different people and could have better fluency.

5. Do you consider that it is important to evaluate teachers to know the teacher's level of English language teaching?

Yes, I consider that it is important to evaluate teacher's level because it is very important for the institution and the students to know the knowledge of English being taught.

6. Do you think that with the use of technologies would help teachers teach English vocabulary?

Yes, because technology is advancing and it helps facilitate teachers and makes the class more interesting to teach English vocabulary.

7. Does your teacher have didactic resources for teaching English vocabulary?

Yes, the teacher works with materials that are provided by the institution and uses technology that is available for teaching of important classes.

- 8. What motivation have you observed that teachers apply before teaching vocabulary?**

The teacher plays several games in the classroom before starting the lesson to motivate students and to capture their attention.

- 9. How many hours in the school day do you think is necessary for the students to learn a good amount of vocabulary?**

I think that 80 minutes per class is necessary for a student to learn vocabulary.

- 10. What do you think would be the best strategy to help students develop the speaking skills in the English language? Mention one.**

I consider that the best strategy is to practice every day because the students will improve their speaking skills every time.

INTERVIEW TO SPECIALISTS

Chart # 8

Question 1: Do you think that it is important to teach English vocabulary to the students in school?
Interpretation: All specialists totally agreed that is essential to teach English vocabulary, they said that it is fundamental and important to increase your speaking skills.
Question 2: Why do you consider that a wide vocabulary will help a student to dominate the English language?
Interpretation: One specialist said that the vocabulary is indispensable for the communication but it is necessary to integrate grammar structure. The second specialist mentioned that the vocabulary builds speaking skills so the more vocabulary, the more they will be able to speak and read. Finally, the third specialist thought that vocabulary helps in the communication.
Question 3: Do you think that with the use of technologies, it can help teachers when teaching English vocabulary? Explain.
Interpretation: All specialists agreed that technologies resources are crucial, fundamental and essential because it to help visualize the pictures and the videos. The technology catches the attention of the students and to learn easier.
Question 4: Do you think that with the use of a vocabulary didactic guide the students can acquire new vocabulary?
Interpretation: One specialist said that the didactic guide is something systematic and it has to be adapted to give support to help the students. The second specialist mentioned that he is 100% sure that with the implement of an adequate didactic guide the students will have a high level of successful, the third specialist thought that it is important to use a didactic guide or to make one in class.
Question 5: What do you think is the best strategy to help the students develop speaking skills in the English language? Mention one
Interpretation: One specialist said the best strategy is social interaction, for example: working in pair and the communication with other students. The second specialist mentioned that there are a lot strategies for example: role play, conversations, practice and show the video and after discuss about the movie. Finally, the third specialist said the practice between students.

3.8.2 Survey directed to students

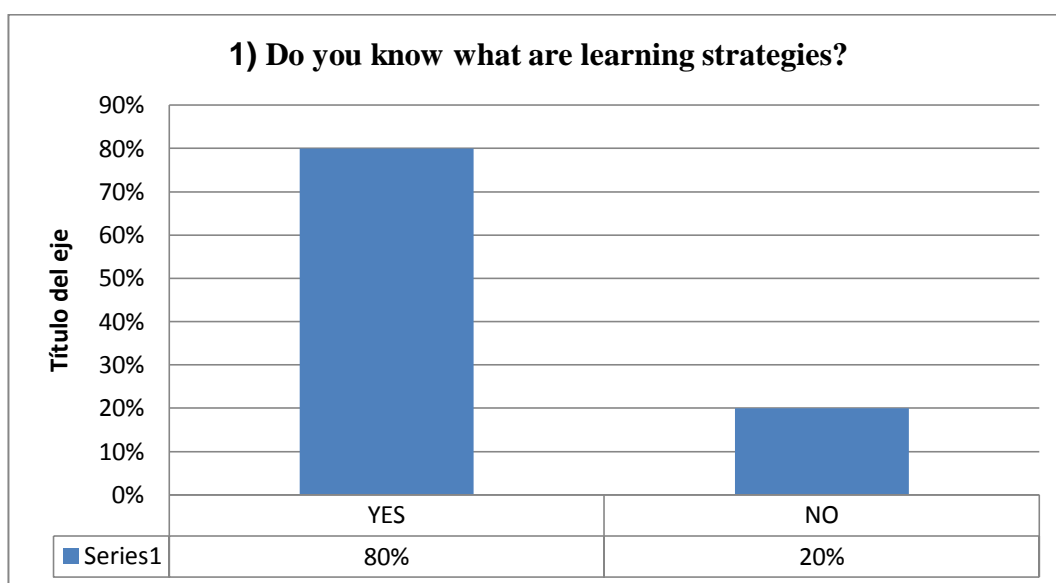
Question 1: Do you know what are “learning strategies”?

Objective: To determine the opinion of the students about the importance of “learning strategies”.

Chart # 9: Importance of “learning strategies.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	32	80 %
No	8	20 %
Total	40	100%

Graph # 1: Importance of “learning strategies.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodriguez González

Interpretation: 80% of the students know what “teaching strategies” is and therefore can improve speaking skills in the English language.

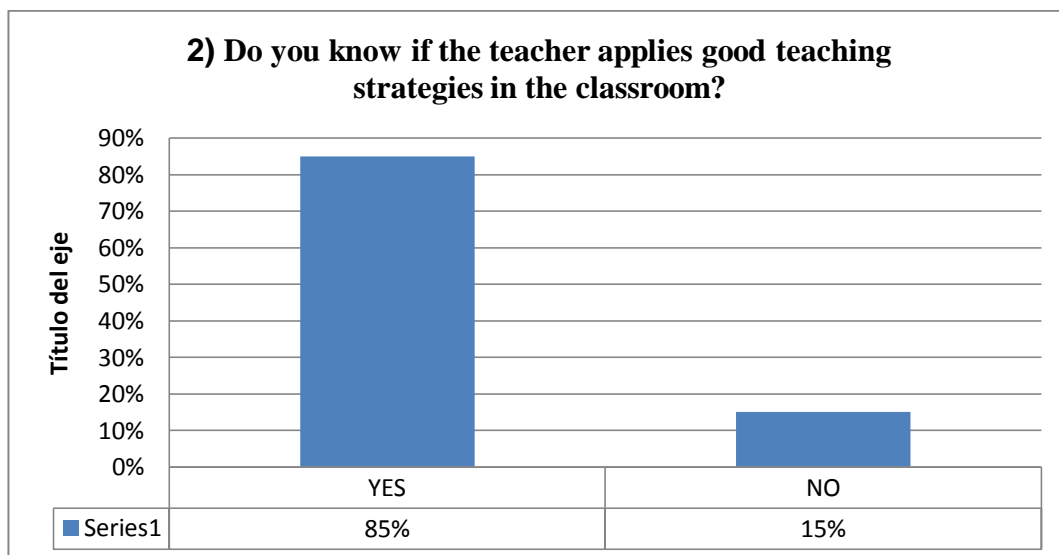
Question 2: Do you know if the teacher applies good teaching strategies in the classroom?

Objective: To establish if the teacher applies strategies where the students learn vocabulary to improve speaking skills.

Chart # 10: Strategies in the classroom.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	34	85 %
NO	6	15 %
TOTAL	40	100%

Graph # 2: Strategies in the classroom.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: only 85% of the students know that the teacher applies effective strategies to improve speaking skills in the classroom.

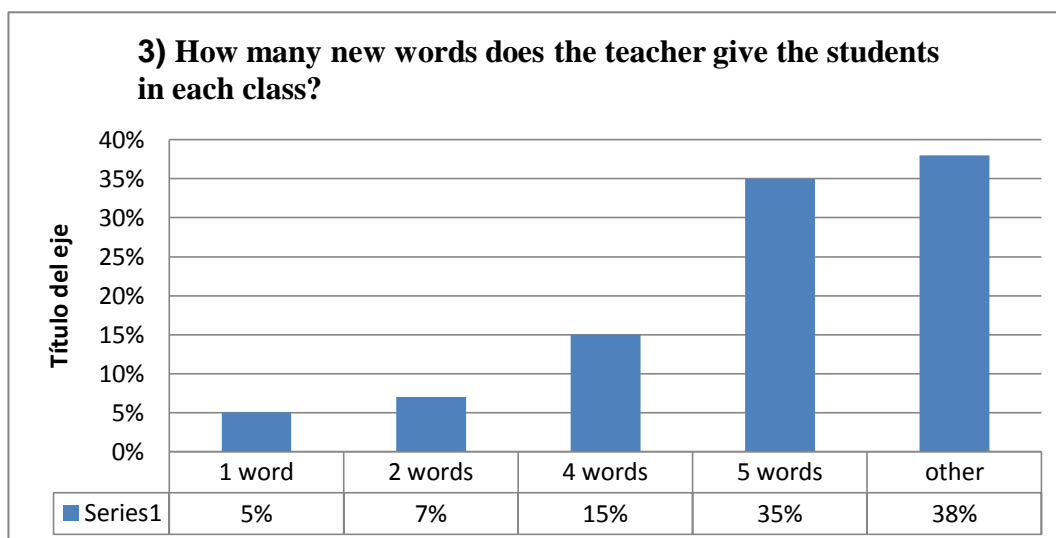
Question 3: How many new words does the teacher give the students in each class?

Objective: to know the exact quantity of new words given to the students in each class.

Chart #11: Quantity of new words teacher give the students.

ALTERNATIVES	FREQUENCY	PERCENTAGE
1 word	2	5 %
2 words	3	7 %
4 words	6	15%
5 words	14	35%
Other	15	38%
Total	40	100%

Graph # 3: Quantity of new words teacher give the students.



Source: Survey was created for the students at “Unidad EducativaManuela Saenz PCEI” DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 38% of students say that the teacher gave more than 5 words per class. 35% indicated that they learned 5 words per class. 15% declared that the teacher gave them 4 words per class and 7% affirmed that they learned at least 2 words per class. The remaining 5% of the class said only one word was learned in each class.

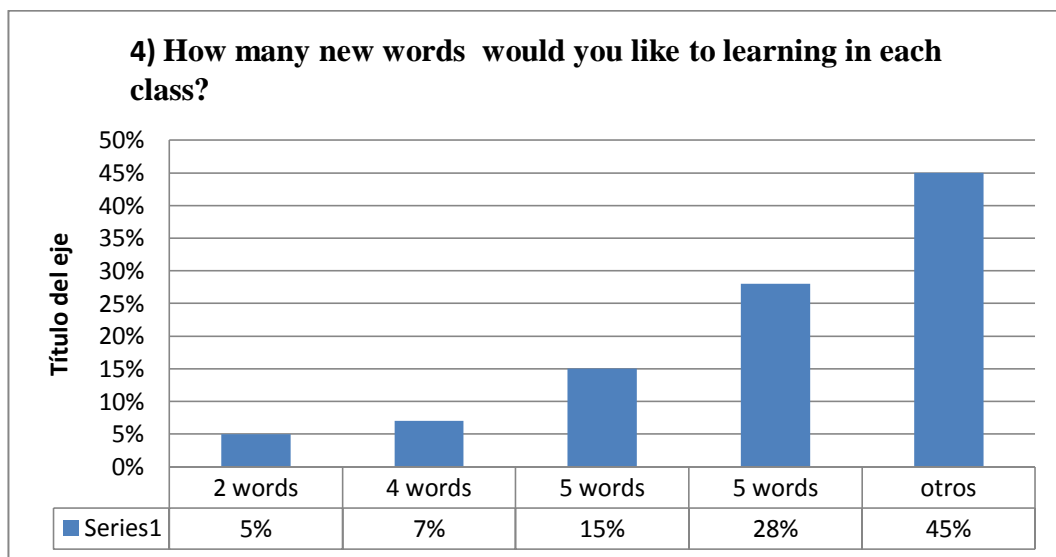
Question 4: How many new words would you like to learning in each class?

Objective: To evaluate the number of words the students are willing to learn in each class.

Chart # 12: Learning new words in each class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
2 words	2	5 %
4 words	3	7 %
5 words	6	15%
6 words	11	28%
More than 6	18	45%
Total	40	100%

Graph # 4: Learning new words in each class.



Source: Survey was created for the students at “Unidad Educativa Manuela Saenz PCEI” DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez Gonzalez.

Interpretation: 45% of the students consider that it is necessary to learn more than 6 words in each class. 28% believe it is essential to learn 6 words per class. 15 % feel it is important learn 5 words in each class. 7% consider that 4 words per class is vital whereas 5% think that 2 words is sufficient.

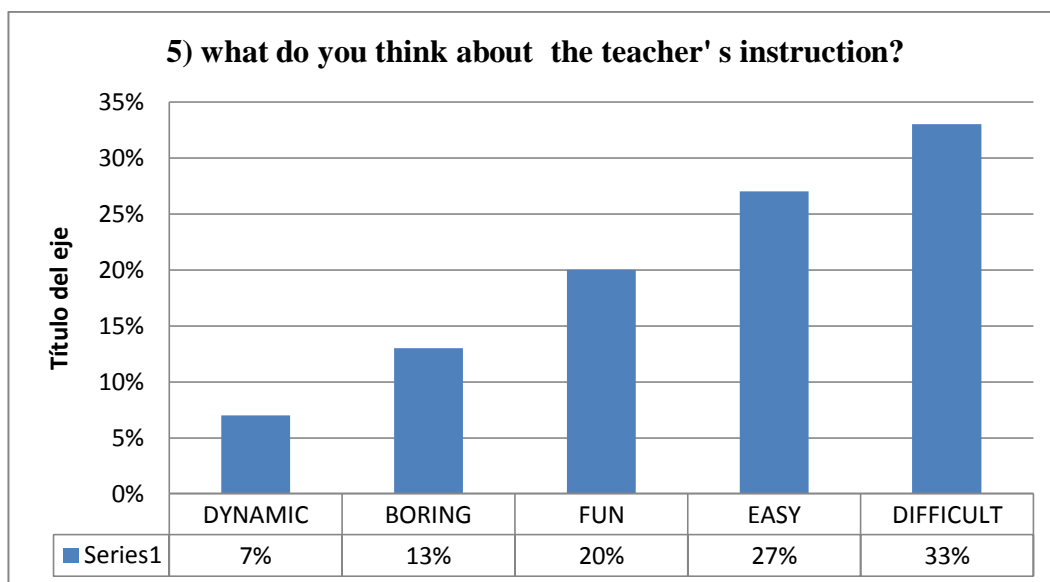
Question 5: What do you think about the teacher’s instruction?

Objective: To evaluate how students feel about the teacher’s instructions during the English class.

Chart # 13: The teacher’s instructions during the English class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
DYNAMIC	2	7 %
BORING	3	13 %
FUN	6	20%
EASY	11	27%
DIFFICULT	18	33%
TOTAL	40	100%

Graph # 5: The teacher’s instructions during the English class.



Source: Survey was created for the students at “Unidad Educativa Manuela Saenz PCEI” DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: 33% of students consider that the class is difficult and 27% think is easy. 20% believe that the classes are fun as oppose to 13% think it is boring. The remaining 7% suppose the classes are dynamic.

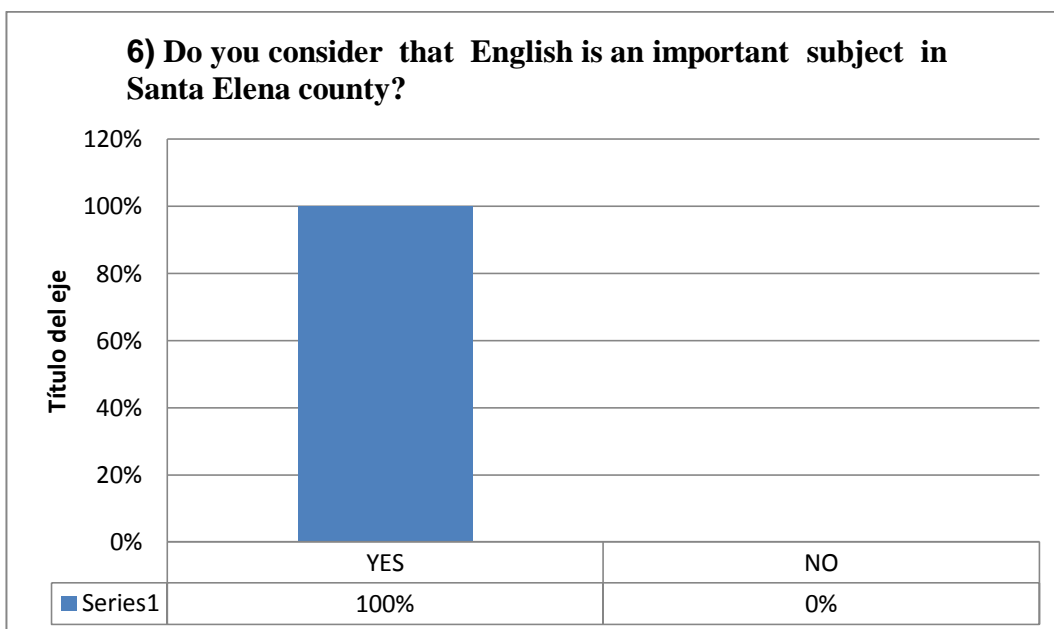
Question: 6) Do you consider that English is an important subject in Santa Elena County?

Objective: To determine the importance of the English language in Santa Elena county.

Chart # 14 The importance of the English language in Santa Elena..

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
NO	0	0 %
TOTAL	40	100%

Graph # 6: The importance of the English language in Santa Elena.



Source: Survey was created for the students at “Unidad Educativa Manuela Saenz PCEI” DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of the students believe that the English language is important to them.

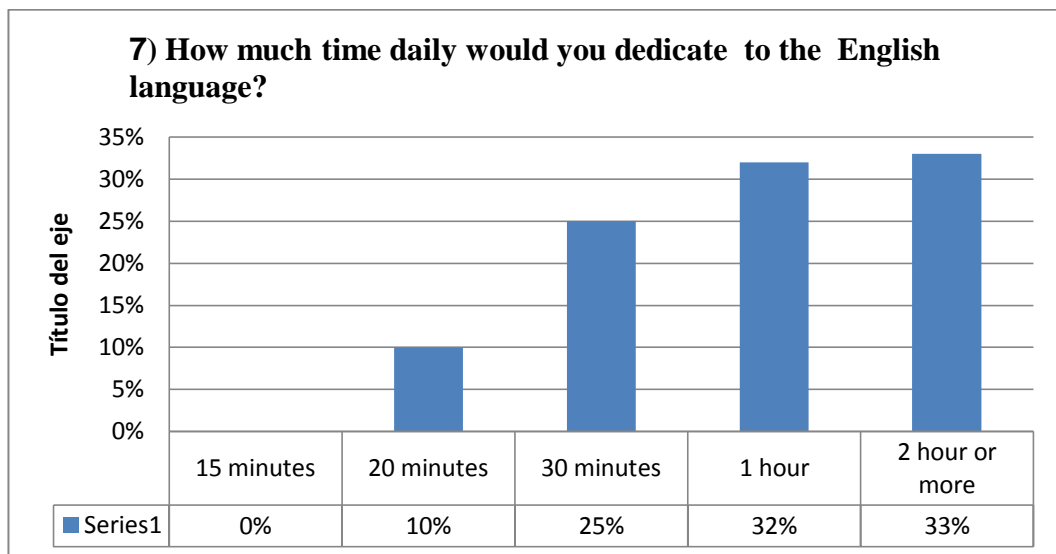
Question 7: How much time daily would you dedicate to the English Language?

Objective: To analyze an appropriate time for studying the English language.

Chart # 15: Studying the English language.

ALTERNATIVES	FREQUENCY	PERCENTAGE
1	15 minutes	0 %
2	20 minutes	10 %
3	30 minutes	25%
4	1 hour	32%
5	2 hours or more	33%
Total		100%

Graph # 7: Studying the English language.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: 33% of students consider that studying 2 hours or more is necessary whereas 32% prefer 1 hour. 25% would study 30 minutes and 10% would dedicate only 20 minutes per day.

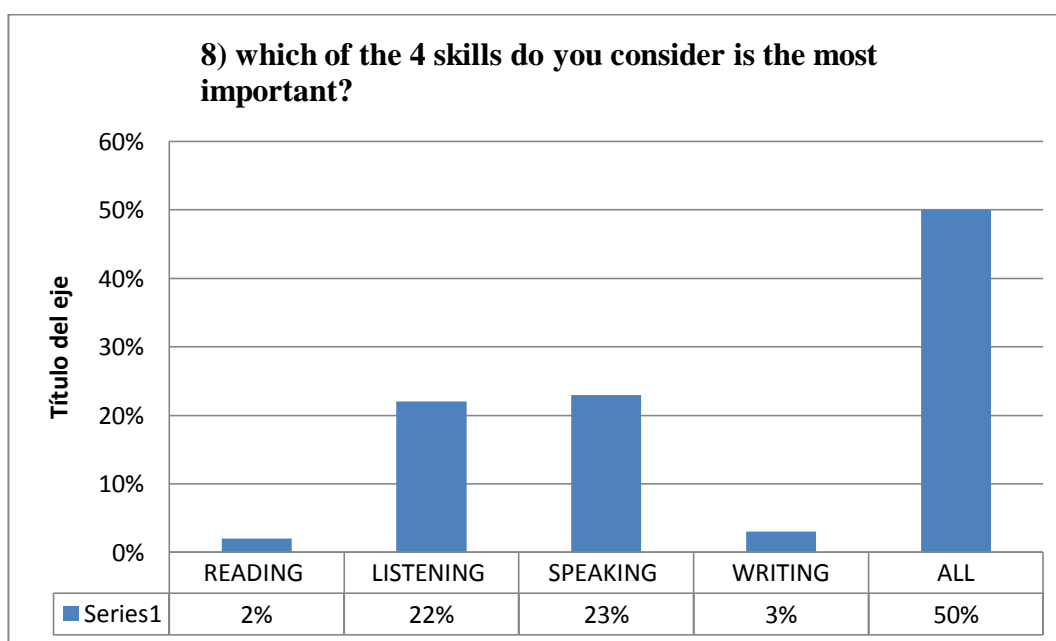
Question 8: Which of the 4 skills do you consider is the most important?

Objective: To identify which of the 4 skills the students consider is more important.

Chart # 16: The importance of the 4 skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
READING	1	2 %
LISTENING	9	22 %
SPEAKING	9	23%
WRITING	1	3%
ALL	20	50%
TOTAL	40	100%

Graph # 8: The importance of the 4 skills.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: 50% the students think that all the skills are necessary to communicate. 23 % of the students’ opinion relies on speaking and 22% on listening. Only 3% feel that writing is important and 2% reading.

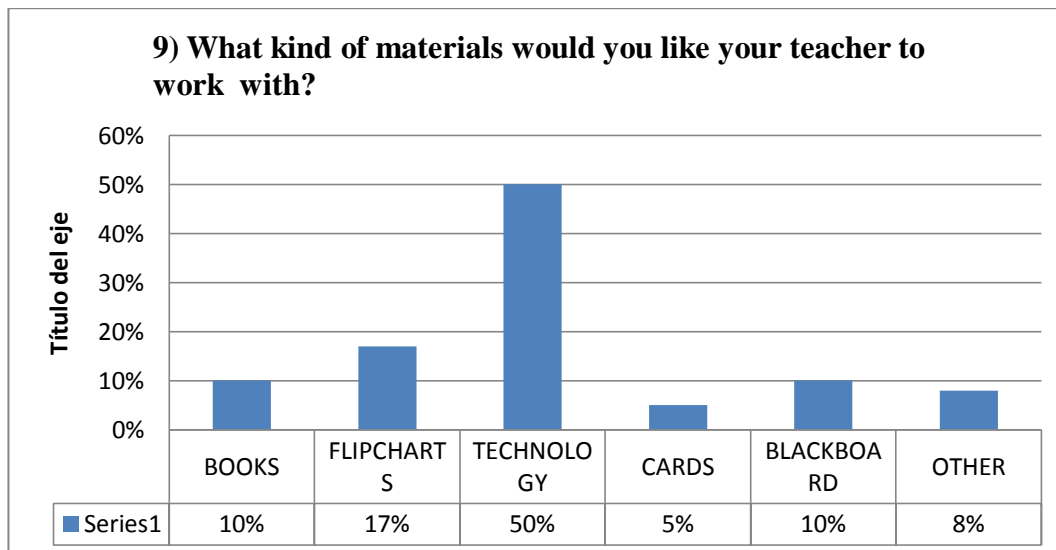
Question 9: What kind of materials would you like your teacher to work with?

Objective: To identify which materials the students prefer to learn with in the classroom.

Chart # 17: The use the material in the classroom.

ALTERNATIVES	FREQUENCY	PERCENTAGE
BOOKS	1	2,5 %
FLIPCHARTS	9	22 %
TECHNOLOGY	9	23%
CARDS	1	2,5%
BLACKBOARD	20	50%
OTHERS		8%
Total	40	100%

Graph # 9: The use the material in the classroom.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 50% of the student believe that with the technology your knowledge will improve vocabulary learns.

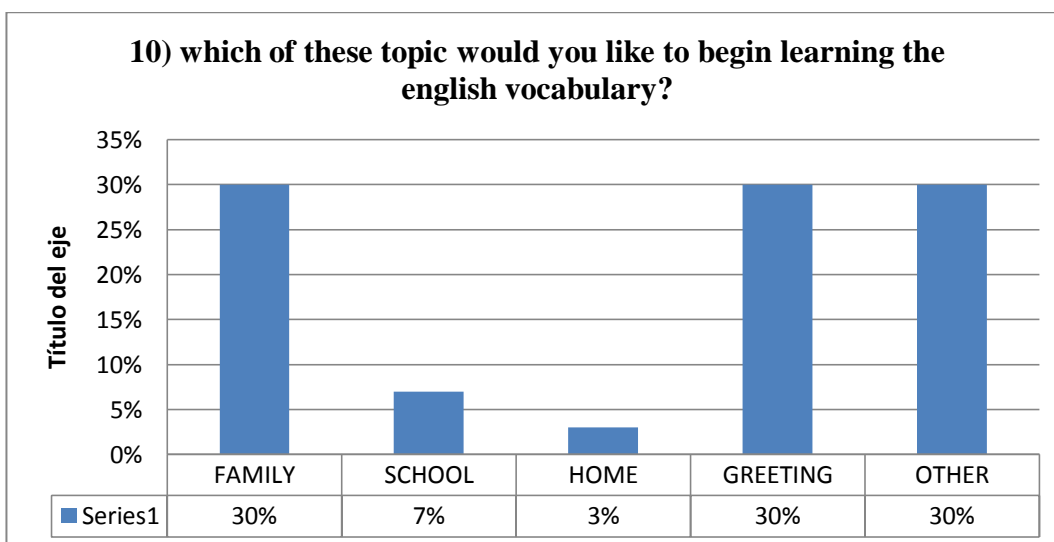
Question 10: Which of the topic would you like to begin learning the English vocabulary?

Objective: To identify which of the given topics the students would prefer to begin learning English vocabulary.

Chart #18: Topics to begin learning the English vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
FAMILY	12	30%
SCHOOL	3	7 %
HOME	1	3%
GREETINGS	12	30%
OTHERS	12	30%
TOTAL	40	100%

Graph # 10: Topics to begin learning the English vocabulary.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: 30% of the students would prefer all 3 topics equally. 7% chose school and 3%

3.8.3 Survey was created for the English teacher at Unidad Educativa “Manuela Saenz” PCEI Distance School

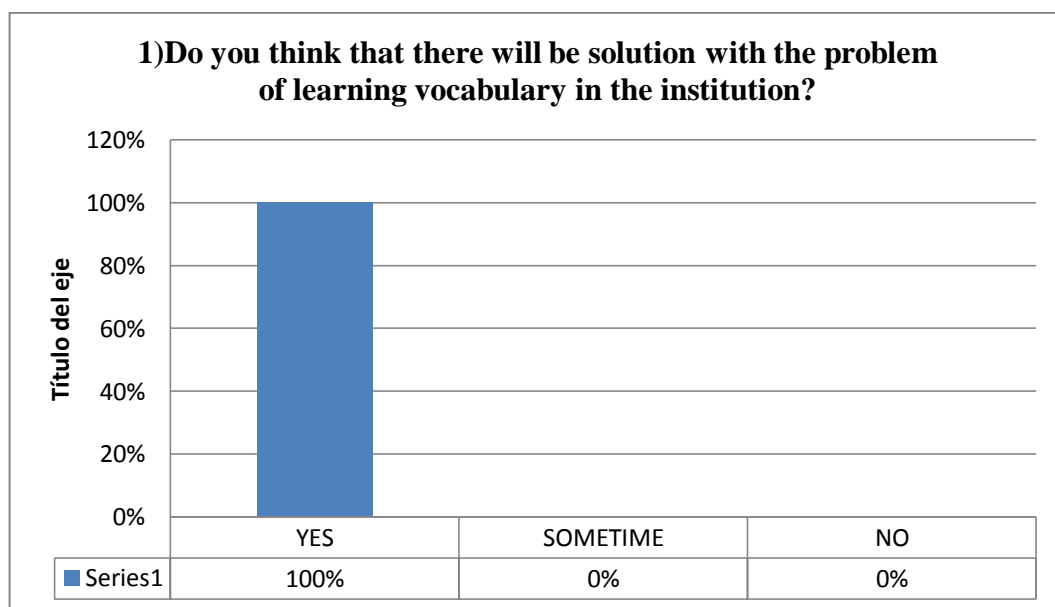
Question 1: Do you believe that there will be solution to the problem of learning vocabulary in the institution?

Objective: To diagnose the cause about the problem of learning the vocabulary in the institution.

Chart # 19: The problem of learning vocabulary.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 11: The problem of learning vocabulary



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: the following graphic shows that the teacher believes 100% that there is solution with the problem in the institution about learning vocabulary.

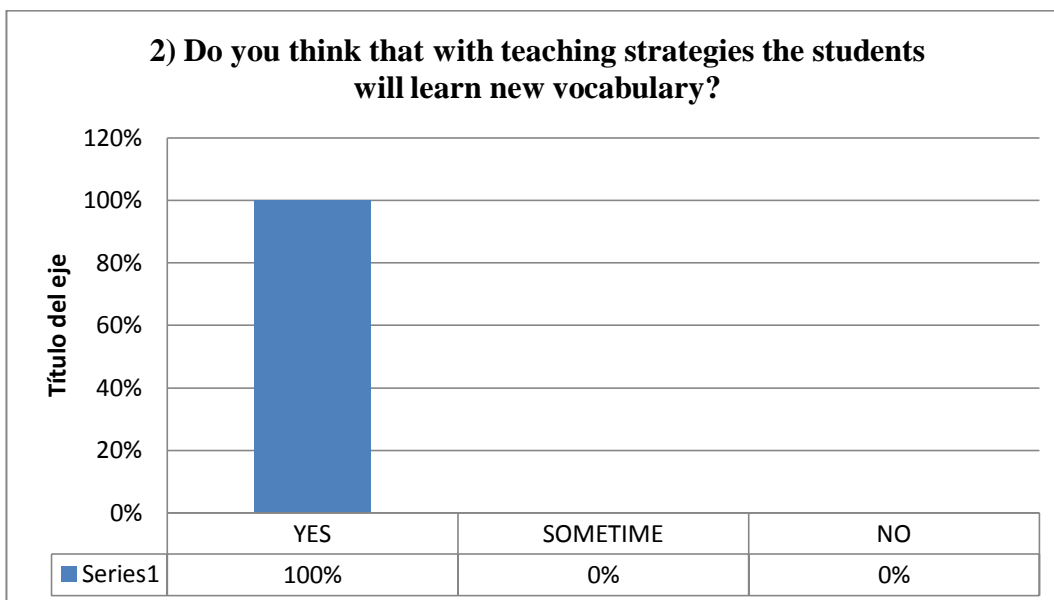
Question 2: Do you think that with teaching strategies the students will learn new vocabulary?

Objective: To analyze what is the best teaching strategy to learn the student new vocabulary.

Chart # 20: Strategy to learn the student new vocabulary.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph #12: Strategy to learn the student new vocabulary.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: the graph shows 100% that the teacher thinks that with a teaching strategy the student will learn vocabulary every day.

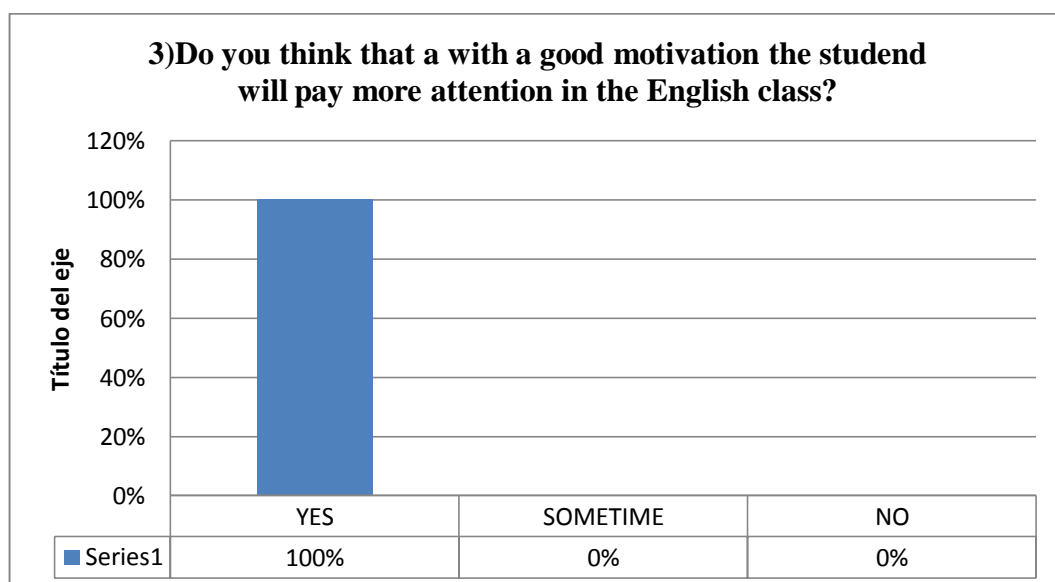
Question 3: Do you think that with a good motivation students will pay more attention in English class?

Objective: To develop a good motivation after of each class where the student can pay more attention.

Chart # 21: Motivations for the students.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 13: Motivations for the students.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: the graph shows 100% that the teacher thinks that with a good motivation the students will pay more attention in the English class.

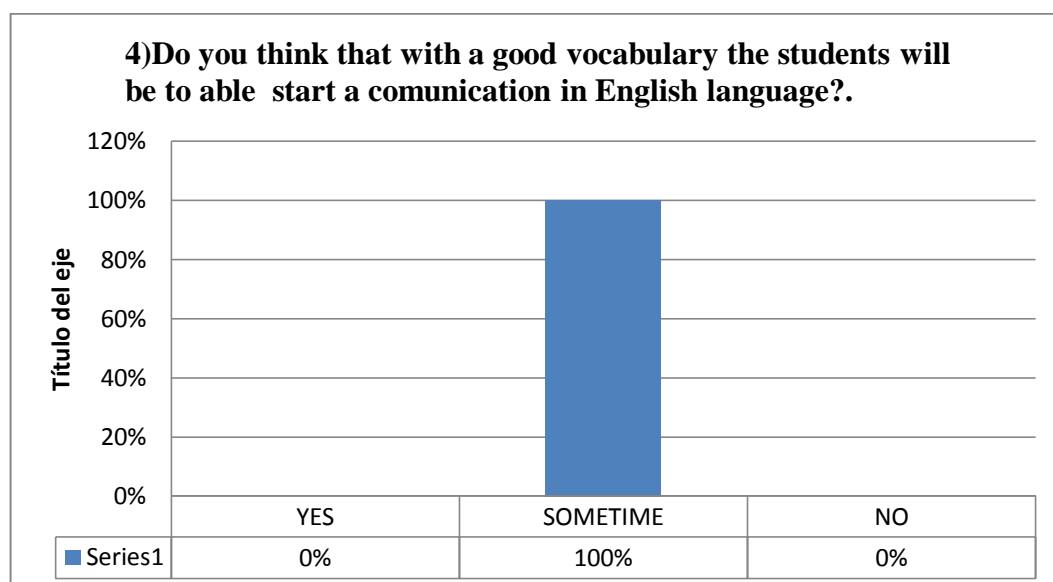
Question 4: Do you think that with a good vocabulary the students will be to able start a conversation in the English language?

Objective: To evaluate the skill of each student in the communication with other peoples.

Chart # 22: Conversation in the English language.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0 %
SOMETIME	1	100%
NO	0	0%
TOTAL	1	100%

Graph # 14: Conversation in the English language.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: the teacher opinion is that 100% not always achieve the communication in English language.

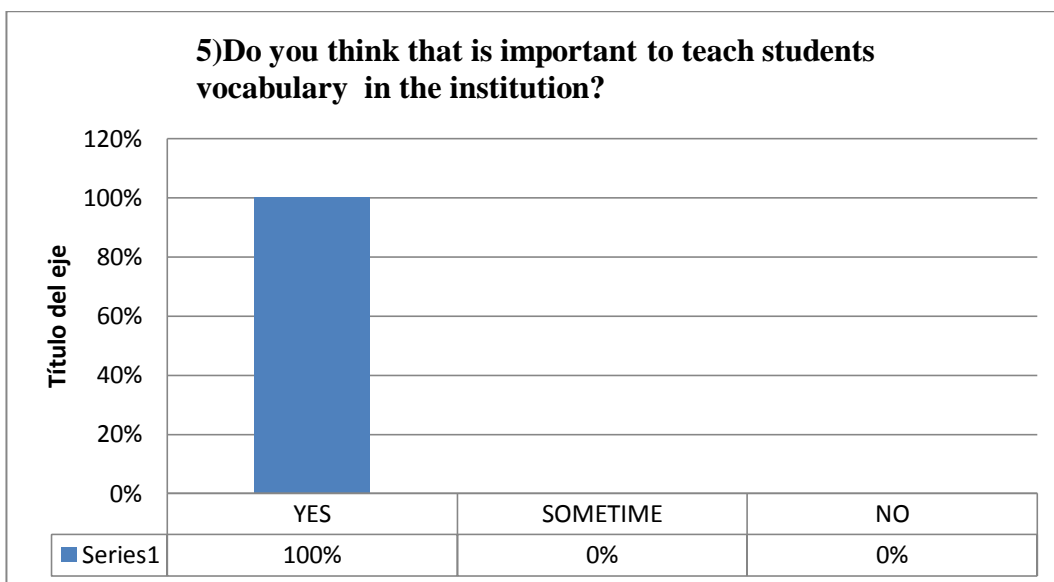
Question 5: Do you think that is important to teach students vocabulary in the institution?

Objective: To contribute the students in the communication through to teach vocabulary.

Chart # 23: The communication through of the vocabulary.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 15: The communication through of the vocabulary.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: According to the question the teacher considers that is important teach the students vocabulary in the institution.

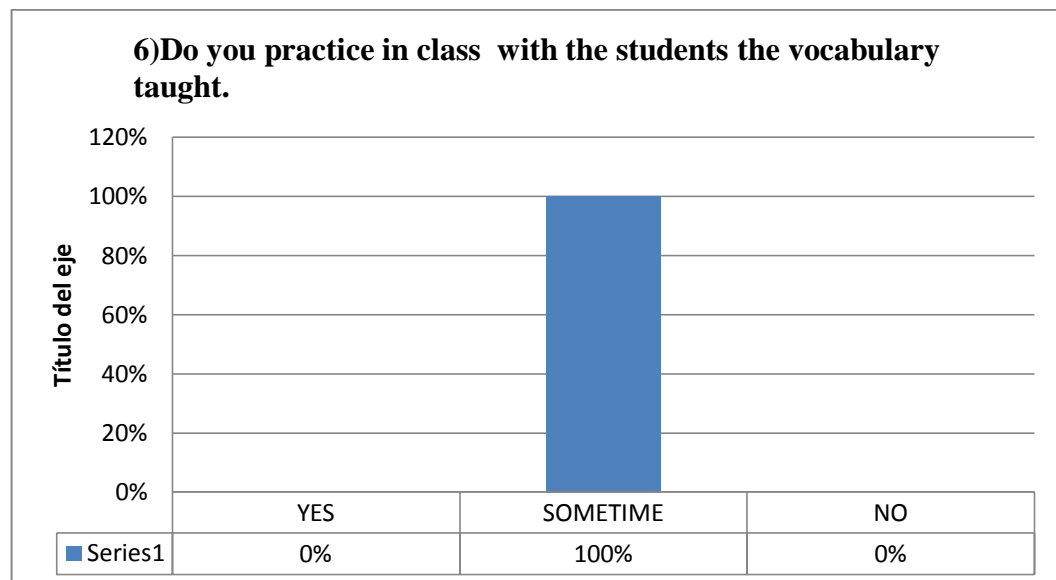
Question 6: Do you practice in class with students the vocabulary taught?

Objective: To evaluate the skill of the students in the communication every day.

Chart # 24: The communication every day.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 16: The communication every day.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: the teacher sometimes practices the vocabulary with the students in class as the graph shows.

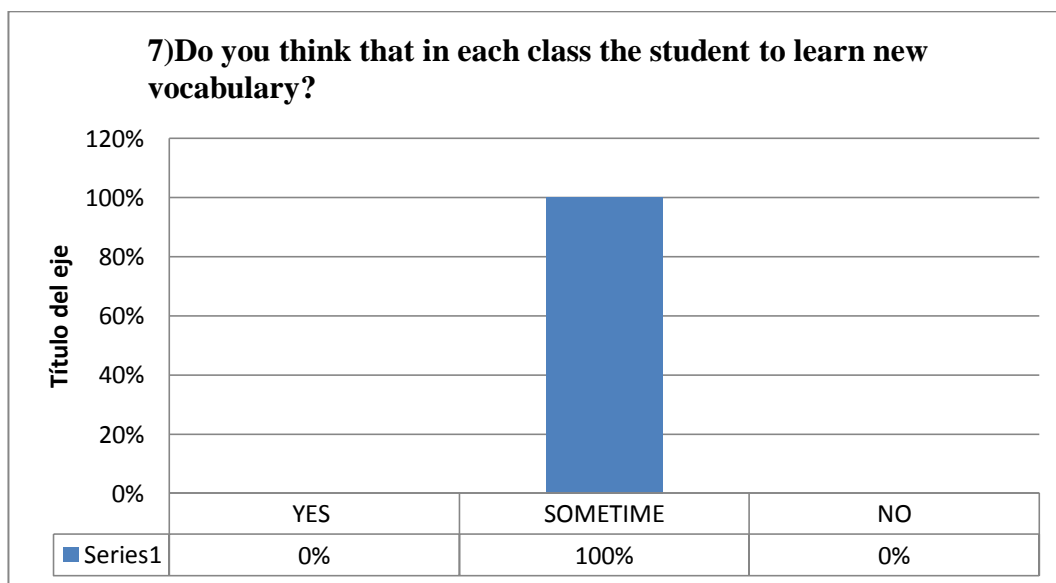
Question 7: Do you think that in each class the students learn new vocabulary?

Objective: To identify how many words the student can learn in each class.

Chart # 25: The students learn new vocabulary in each class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0 %
SOMETIME	1	100%
NO	0	0%
TOTAL	1	100%

Graph # 17: The students learn new vocabulary in each class.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: the teacher thinks that 100% only sometimes the student learn new vocabulary in class.

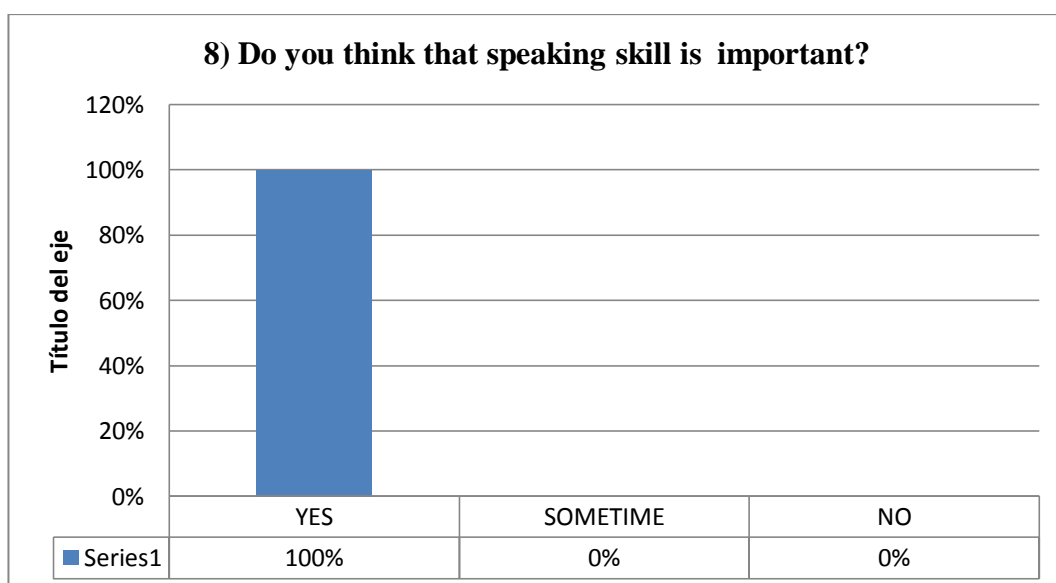
Question 8: Do you think that speaking skills is important?

Objective: To evaluate the speaking skills of the students in class.

Chart # 26: The speaking skills of the students in class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 18: The speaking skills of the students in class.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: 100% the teacher agree that speaking skill is important in the students.

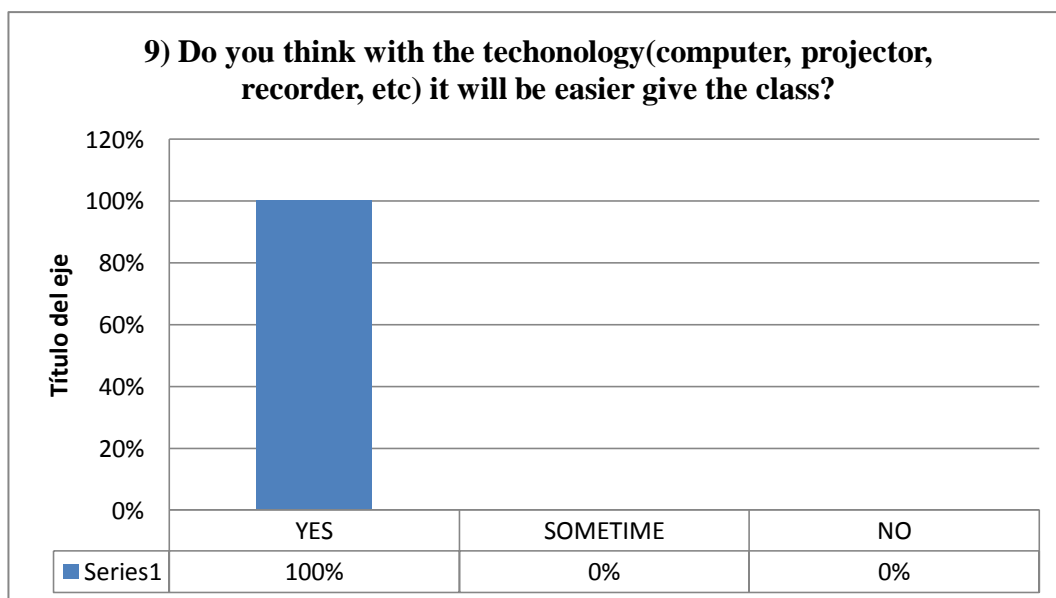
Question 9: Do you think that with the technology (computer, projector, recorder etc), it will be easier give the class?

Objective: To evaluate the speaking skill of the students in class.

Chart # 27: Use of technology in the class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100 %
SOMETIME	0	0%
NO	0	0%
TOTAL	1	100%

Graph # 19: Use of technology in the class.



Source: Survey was created for the teacher at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: The graphic shows that 100% of the teachers agree that technology makes it easier to explain the class.

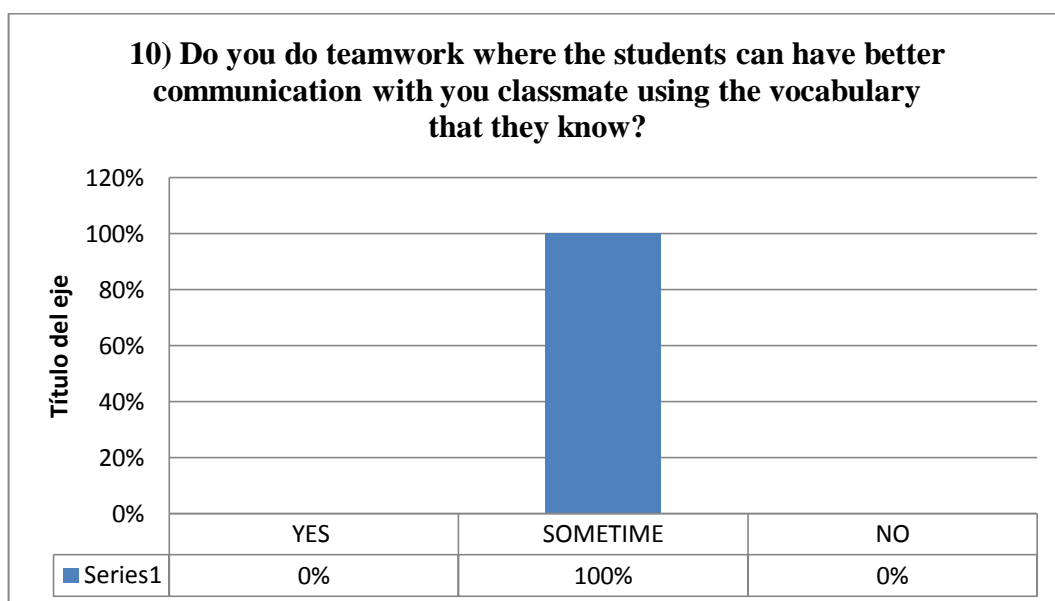
Question 10: Do you do teamwork where the students can have better communication with you classmate using vocabulary that they know?

Objective: To analyze if the students like teamwork, using the vocabulary that they know to achieve a better communication.

Chart # 28: Using vocabulary to achieve a better communication.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0 %
SOMETIME	1	100%
NO	0	0%
TOTAL	1	100%

Graph # 20: Using vocabulary to achieve a better communication.



Source: Survey was created for the teacher at “Unidad Educativa Manuela Saenz” PCEI DISTANCE SCHOOL

Author: Luis Antonio Rodríguez González

Interpretation: The teacher sometime does teamwork in class with their students as the graph shows.

3.8.4 Results chart- students

Chart # 29: Results chart- students

N°	QUESTIONS	SI		NO		SOMETIMES		TOTAL	
		Q	%	Q	%	Q	%	Q	%
1	Do you like the interactive class applied for teaching vocabulary in the classroom, and the use of new teaching strategies?	40	100	0	0	0	0	40	100
2	Do you think that applying motivating class for teaching vocabulary will be successful?	40	100	0	0	0	0	40	100
3	Do you like interacting in class with your classmates, while learning a new English vocabulary?	40	100	0	0	0	0	40	100
4	Was it easy for you to learn a new vocabulary with the strategies used the teacher in the classroom?	40	100	0	0	0	0	40	100
5	Do you think the strategies are fun when applied by the teacher in the classroom?	39	97	1	3	0	0	40	100
6	Would you like that the classes you receive for teaching the English vocabulary are fun?	39	97	0	0	1	3	40	100
7	Would you like the teacher use a didactic guide to teach English vocabulary?	32	80	2	5	6	15	40	100
8	Would you like the didactic guide to have pictures for better explanation and attention?	32	80	1	3	7	17	40	100
9	Would you like that the didactic guide to have the following topics: the human body, school, family, greeting, clothes, fruit and food?	35	87	1	3	4	10	40	100
10	Do you agree that using technology can easily develop speaking skills English language?	40	100	0	0	0	0	40	100

Source: Survey was created for the students at “Unidad Educativa Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1. CONCLUSIONS

- The teacher knows limited ways of teaching English with the use of little didactic materials and this causes the traditional learning.
- The teacher does not use additional didactic resources other than the ones given by the school in order to help in the classroom vocabulary learning.
- The teacher does not use a didactic guide to help develop positive attitudes in students learning; achieve personal and autonomous development.
- The teacher uses games and songs to help develop the ability but does not practice English vocabulary.
- The English language vocabulary contributes to personal development of the students and develops communication in a second language.
- In the family is where the process of learning begins; in the classroom, language communication skills are developed in order to integrate their needs, their environment, also the current situation, where the teacher has as a priority to teach English to students so they can have a comprehensive development and improve their quality of life and form future professionals.

3.9.2 RECOMMENDATIONS

- The teacher should be adequately trained, with strong knowledge for the use of the proposed strategies in order to give a great performance in the classroom.
- It is very important that the teacher provides the students with didactic materials, this will give a better explanation of the class since it will help the learning more efficiently and satisfactorily.
- It is recommended the use of dynamics or games before the beginning and for the entire period of the class since this will help keep the attention and interest of students as they will achieve a successful progress in the class.
- The teacher must create a learning habit of using didactic materials in order to develop English vocabulary acquisition of a second language in a fun way, causing the interest in learning a second language inside and outside the classroom.
- The teacher should implement a didactic guide to facilitate the English vocabulary and this will contribute to the speaking skills, by using such materials it will promote reasoning and problem solving.

CHAPTER IV

THE PROPOSAL

4. INFORMATIVE DATA

Title of proposal

The development of this educational project was performed at Unidad Educativa ‘Manuela Saenz’ PCEI Distance School, Ballenita, Province of Santa Elena 2014 – 2015 and the data are:

Executing Institution

“Unidad Educativa Manuela Saenz PCEI” Distance School

Beneficiaries

Students of eighth grade

Location

Ballenita , Province of Santa Elena .

Regimen: Coast.

Proposal Title: Vocabulary Strategies to Develop English Speaking Skills.

4.1 PROPOSAL BACKGROUND

This proposal is to teach strategies to help students learn new words in the classroom and in this manner to achieve better communication with foreigners.

This strategy must be taught in each class where the teacher interacts with the students and this may transmit significant knowledge to help them store the vocabulary permanently so that in the future they may have better fluency.

It is important to develop the skills of a foreign language, in this case English, as it will allow the young and adult students to construct their own knowledge through the use of their experiences in the classroom, which will facilitate the correct use of language. In the classroom there should be educational materials that will facilitate the development of the language skills, so the students will have the capacity to concentrate and assimilate knowledge to achieve full participation in the classroom.

4.2 SIGNIFICANCE

The most important part of this project is to teach vocabulary in the English language to the young and adult students. This research is based on how to help the students learn vocabulary in a better way and by the same token the ability to achieve integrated development. This technique could be achieved by using teaching strategies where the teachers have to use research and resources to consolidate and reinforce the learning in the classroom, so the main beneficiaries will be the students of “Unidad Educativa Manuela Saenz PCEI” Distance School.

This proposal is designed due to the fact that the teacher is not using any teaching strategies in the classroom, only limited to oral explanation. To change this traditional teaching method it is essential to instruct the teacher to learn new teaching techniques. This will facilitate the development of the students’ educational process more efficiently in order to obtain an excellent academic performance. In this generation the English language is necessary for our education system and for this reason it is necessary to do this project to later apply

to help young and adults people in high school. So they could obtain an excellent education and a solid base for their academic future.

4.3 OBJECTIVES

General Objective

To propose integrated teaching strategies for the development of the students' young and adults, speaking skills.

Specific Objective

-To design strategies that will be used for teaching English language to students at "Unidad Educativa Manuela Saenz PCEI" Distance School.

- To propose the teachers how to use new strategies for English teaching.
- To develop the ability to speak in English through meaningful learning to the students.

4.4 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The proposal is to teach strategies that entail activities such as interviews, stories, games, flash card recording of readings and vocabulary. The question arises, "WHAT TO DO?" in order to acquire the objectives and to achieve integrated development of students through the inclusion of the English language. Teachers should encourage the students to learn through games, or use a number of resources to work in the classroom by giving them opportunities to achieve intellectual and academic development.

Teachers should be cautious of what they teach and what level this proposal could be directed to. These strategies were created for strengthening the weaknesses of the students in order to learn the English language in eighth grade. It is very important that teachers help and teach by using a variety of strategies, but the most important is the communication in the English language. Therefore, they need to be competent and inventive in order to interact with the society.

The teaching of foreign language must meet requirements in any subject, but also must reflect specific ones, as it is learning a second language. However, the specificity is the way of combining didactic functions, with the objectives of the form and develops the knowledge, skills and habits necessary for the understanding of a foreign language. One of the requirements is the associate of the pedagogical aspect, linguistic and psychological. The procedures proposed in the teaching of vocabulary are: actions, flexibility and participation; all are supported with research activities such as Piaget, Vygotsky and Ausubel have indicated.

4.5 DESIGN OF TEACHING GUIDE

4.5.1 Purpose

The teacher wants to emphasize that the young and the adult students understand that there are different ways of communicating around the world, especially the learning a foreign language:

- Teaching the basics of vocabulary and grammar in English are beneficial to the student with a positive and encouraging environment through the socialization and experimentation of a different culture.
- Motivating the students through dynamic activities where learning is fun, promoting a desire and a need to communicate in another language, with different people that offer opportunities and new experiences of different cultures to the young and the adult students.

4.5.2 OBJECTIVES

- To determine a positive attitude of the young and the adult students with the learning English vocabulary.
- To develop confidence in the young and adult students and actively participate in activities that are conducted in English classes.
- To design new activities in English; understand verbal commands, vocabulary, questions and requests.

4.5.2 PROPOSAL OF DIDACTIC UNITS

Clothes

The family

Domestic Animals

School / the Classroom

Fruits

My body

4.5.4 ACTIVITIES PROPOSED

- 5 Stories
- 6 Songs
- 7 Games
- 8 Routine
- 9 Roleplay

4.5.5 DAILY LANGUAGE

- 10 When playing; it's your turn, who's won? ...
- 11 Requests for Help; please help me, please tie my laces, por favor open this.
- 12 Greetings; Hello, how are you? What's your name ?, Good Morning / Good afternoon ...
- 13 Petitions; Please may I have ...? Please may I go to the bathroom? ...
- 14 Shares; (bend, wiggle, wave ...)
- 15 Emotions (Happy, Sad ...)
- 16 Indications; Point to the window, close the door, color in ...
- 17 Phrases for Classroom Management; be quiet, make a circle, sit down ...
- 18 To praise the student: Good, good, well done, good work, that's nice, great, excellent.

4.5.6 OTHER DAILY INDICATIONS:

Have you finished? Put your things away, tidy the classroom, it's time to go home, put your books in your bags, put the crayons (or the pen, pencils) on the table, give your books to me. It's time for the next lesson.

18.5 STRATEGIES OF IMPROVEMENT

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Does not use a didactic material Tradicional English classes. Do not use teaching strategies. Does not use the technology.	Students learned a lot vocabulary. English classes using a didactic guide. English classes with teaching strategies are more fun. Using the technology the students learn easier.

Chart # 30: Strategies of improvement

4.6.1 ENGLISH TEACHING GUIDE FOR THE YOUNG AND THE ADULT STUDENTS OF EIGHTH GRADE.

The didactic guide is designed for the young and the adult students of eighth grade because they could not finish their studies during their adolescence. For that reason the teacher needs to go slower, using the suggested strategies and suggestions he or she must teach a maximum of 10 words. Because the students receive classes only on Saturdays, it is not convenient to teach at a fast pace; it is better to go at the students' pace and most importantly to learn all the words.

This project will use different strategies for example:

Remember the words is where to let the students see 10 flashcard with different words for 2 minutes. The students will memorize them by heart and repeat after the teacher pronounces each word. The next step is to move the words, one by one, continue repeating the words in a sequential way, even though the words are not visible. This strategy works because the students have to say the words in the same order before they are removed. With this strategy the students will be allowed to use their intellect in such a way that they will retain the words in their mind.

Graphic # 1

Remembering the words



The student look different words on board.

Missing words it is through a didactic guide. In this guide the teacher will create a game where students will look for the missing words and with the help of different pictures shown, the students can connect the pictures with the correct meaning. They will say all the words in an easy way with the help of the teacher's pronunciation and repetition. The students will play this game until all the students can say all word by themselves.

Graphic # 2

Missing words






Student look for and put the correct word on the picture

Similar words are a group of words with a similar pronunciation. With this, the students will learn in an easy way because the pronunciation of one word is similar to another, but with different meaning. This strategy can be applied with cards where students can see the word and the reverse drawing then the students can infer what the meaning is and with the help of the teacher, the students can hear the pronunciation for a meaningful learning.

Graphic # 3

Similar words

	MEDIC
	INSECT
	ROMANTIC

Learning fast it is to use cards with words on both sides since the students will sit face to face and can view each side. The teacher will say the words, so that the students can study in a dynamic and fun way. The teacher will hand out the flashcards to the students. They will work in pairs and take turns. One word will be shown at a time. Then the card will be flipped to see a new word. Afterwards, they have to hand the card to another student and they have to show it for one minute so the students can see the word. Finally, having enough time to gain knowledge of these words the students will achieve the objective of the game which is learning 10 new words per class.

Graphic # 4
Learning fast



Graphic # 5
Learning fast



Strategy of improvement in the classroom.

4.6.2 Charts, tables and graphs

Survey applied after using strategies to teach vocabulary in English.

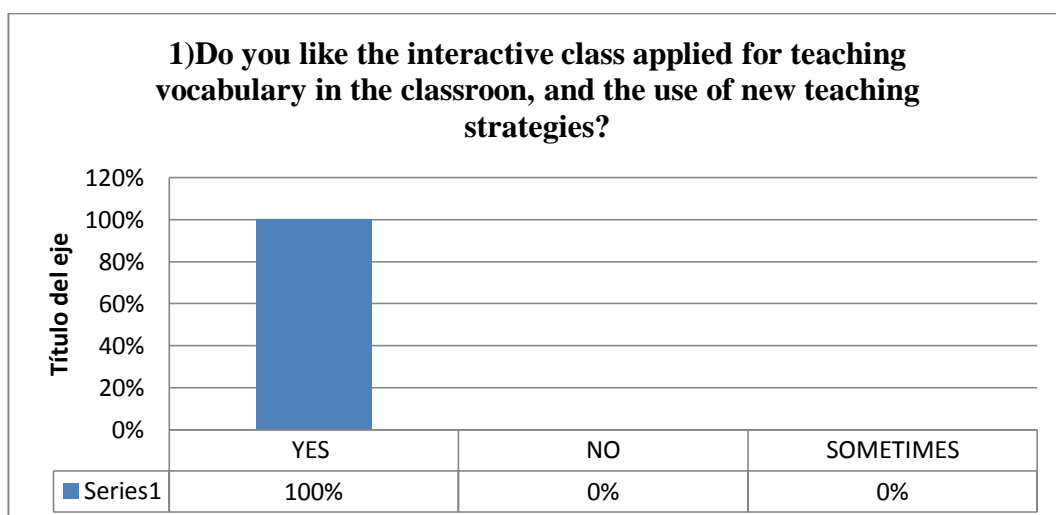
Question 1: Do you like the interactive class applied for teaching vocabulary in the classroom, and the use of new teaching strategies?

Objective: To develop a good motivation where the students can learn easily.

Chart # 31: Using teaching strategies.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
SOMETIMES	0	0%
NO	0	0%
TOTAL	40	100%

Graph # 21: Using teaching strategies.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz PCEI “DINTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of students say that the class was interactive and learn in a better way with the teaching strategies that were applied in class.

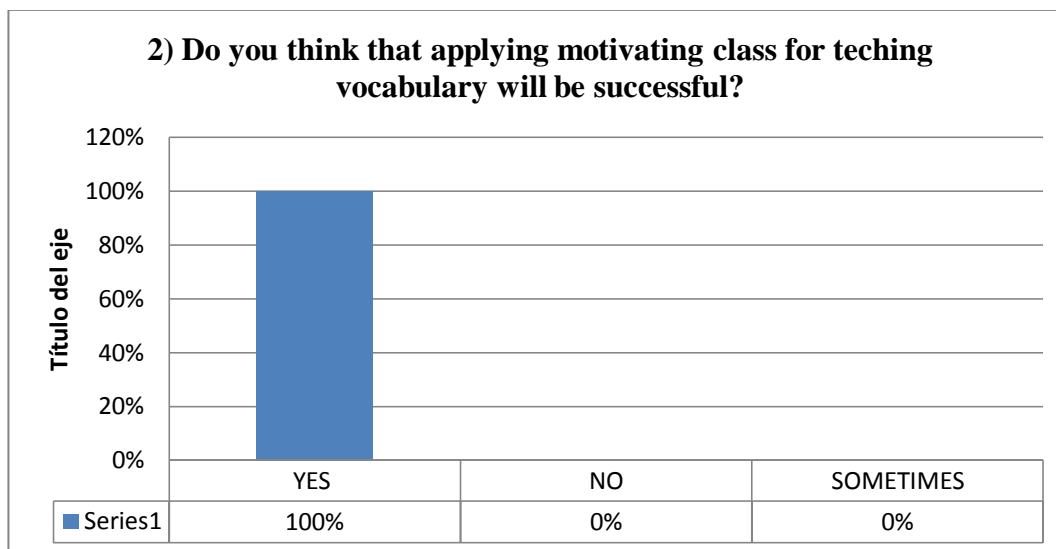
Question 2: Do you think that applying motivating class for teaching vocabulary will be successful?

Objective: To analyze what results they give the teaching strategies and motivating class.

Chart # 32: Applying motivating in the class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
SOMETIMES	0	0%
NO	0	0%
TOTAL	40	100%

Graph # 22: Applying motivating in the class.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of students say that all class should be in this way because they learn more English vocabulary.

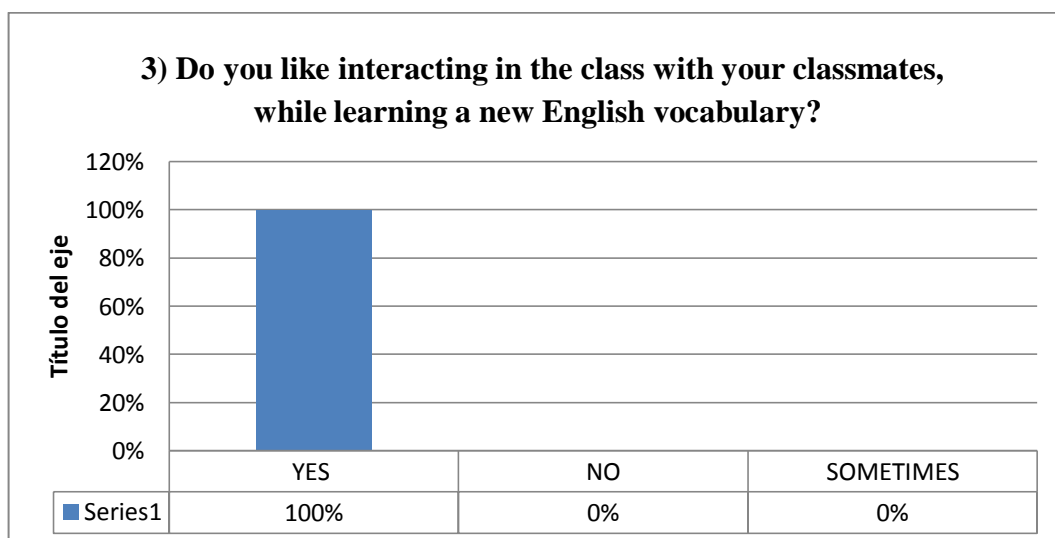
Question 3: Do you like interacting in class with your classmates, while learning a new English vocabulary?

Objective: To contribute with the learning of a new vocabulary where the students can interact in the class.

Chart # 33: Interacting in class with your classmates.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
SOMETIMES	0	0%
NO	0	0%
TOTAL	40	100%

Graph # 23: Interacting in class with your classmates.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of students say that interacting in class was very fun because the teacher changed the way traditional teachers teach the class.

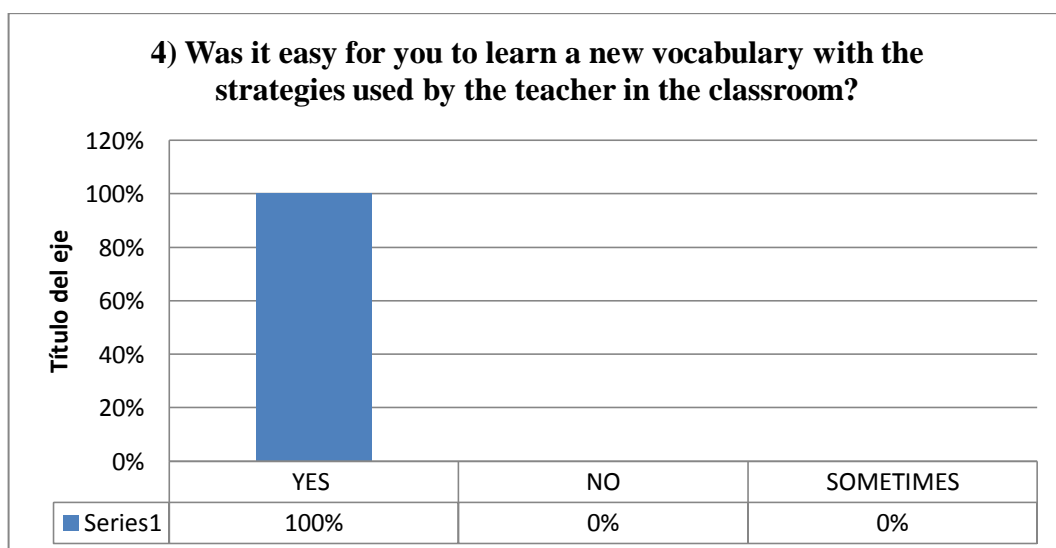
Question 4: Was it easy for you to learn a new vocabulary with the strategies used the teacher in the classroom?

Objective: To diagnose the knowledge of the students' English vocabulary with the strategies applied by the teacher.

Chart # 34: Learning a new vocabulary in the classroom.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
SOMETIMES	0	0%
NO	0	0%
TOTAL	40	100%

Graph # 24: Learning a new vocabulary in the classroom.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of students consider that learning English vocabulary with motivation and strategies is easier in the class.

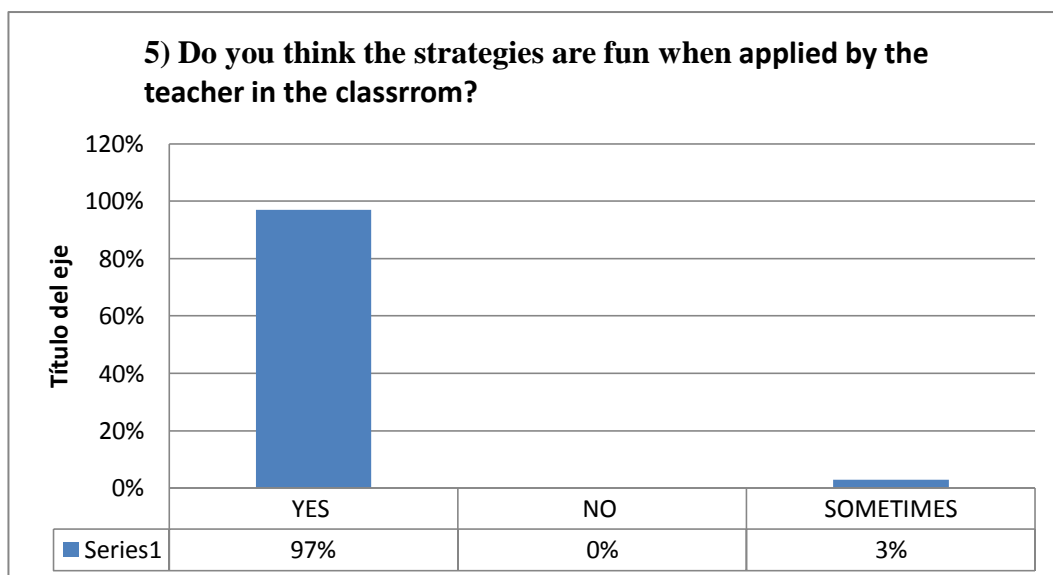
Question 5: Do you think the strategies are fun when applied by the teacher in the classroom?

Objective: To create a good motivation in each class where the students can enjoy and acquire new knowledge

Chart # 35: Appling a good motivation in each class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	39	97 %
SOMETIMES	1	3%
NO	0	0%
TOTAL	40	100%

Graph # 25: Appling a good motivation in each class.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 97% of students consider that the classes are very fun when the teacher used learning strategies and 3% of the students said only sometimes.

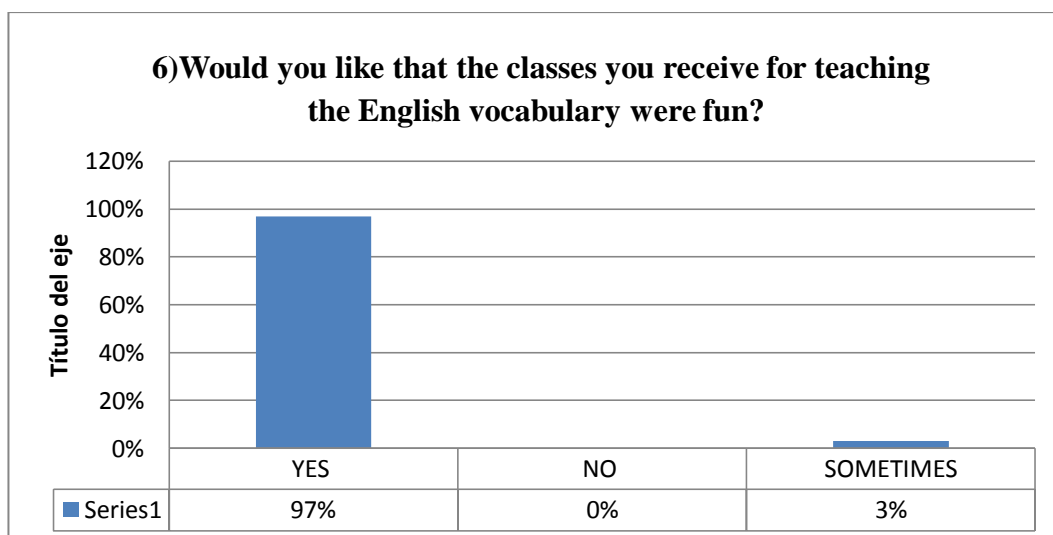
Question 6: Would you like that the classes you receive for teaching the English vocabulary were fun?

Objective: To implement different games where the students can learn and interact with your classmate.

Chart # 36: The students interacting in a fun way with your classmate.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	39	97 %
SOMETIMES	1	3%
NO	0	0%
TOTAL	40	100%

Graph # 26: The students interacting in a fun way with your classmate.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz PCEI” DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 97% of students agree that all the classes are fun and 3% of students say that they disagree.

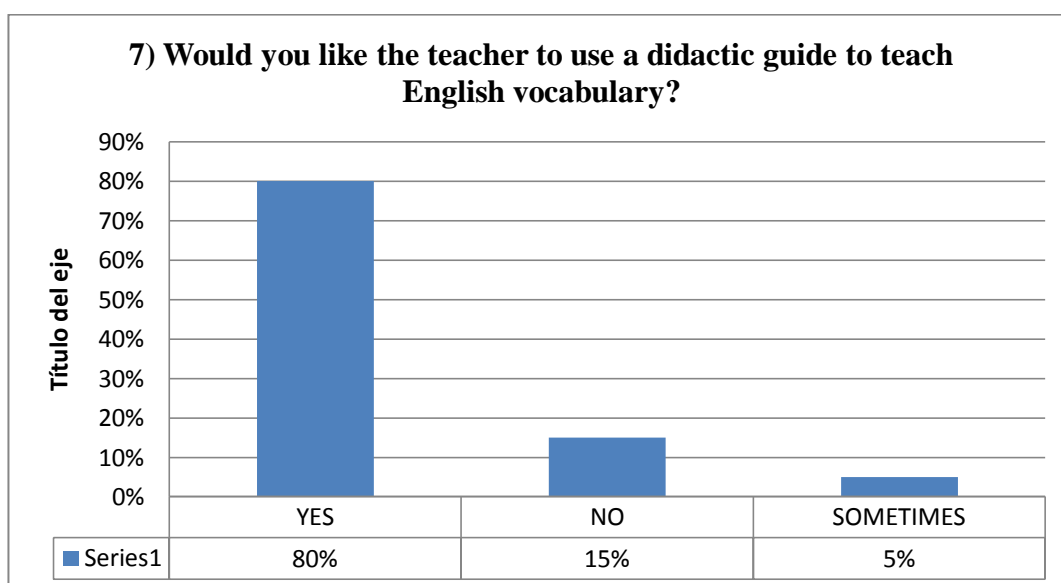
Question 7: Would you like the teacher to use a didactic guide to teach English vocabulary?

Objective: To develop speaking skill in all students through a didactic guide.

Chart # 37: Using a didactic guide to teach English vocabulary.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	32	80 %
SOMETIMES	2	5%
NO	6	15%
TOTAL	40	100%

Graph # 27: Using a didactic guide to teach English vocabulary.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz PCEI” DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 80% of students would like to use a didactic guide. 15% say that is not necessary and 3% indicated that they sometimes could use a didactic guide.

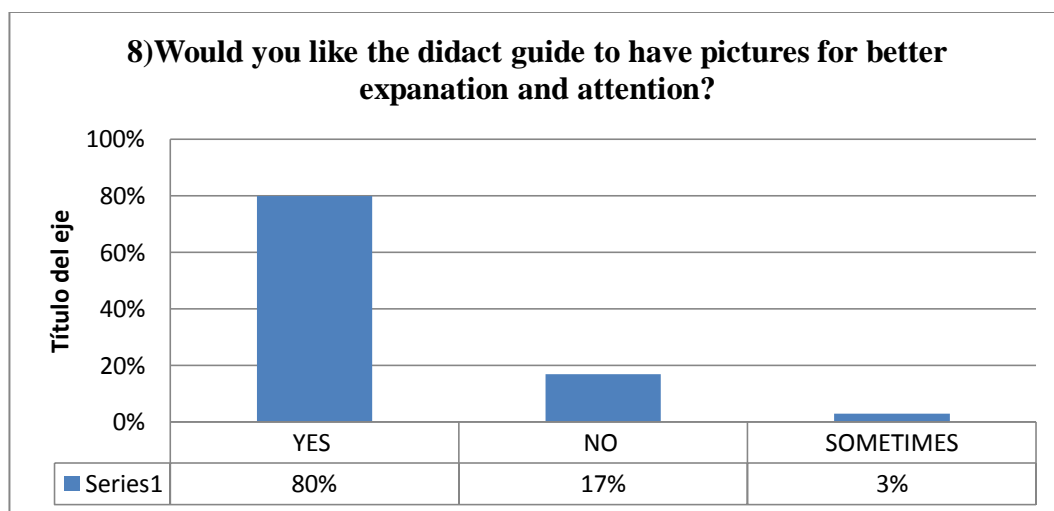
Question 8: Would you like the didactic guide to have pictures for better explanation and attention?

Objective: To implement new strategies when the teacher teach English vocabulary using flashcards, magazine, card etc.

Chart # 38: A didactic guide with pictures for better explanation.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	32	80 %
SOMETIMES	1	3%
NO	7	17%
TOTAL	40	100%

Graph # 28: The didactic guide with pictures for better explanation.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 80% of students agree that the didactic guide has pictures. 17% think that it is not necessary and the rest indicated that only sometimes it is necessary use a picture in the didactic guide.

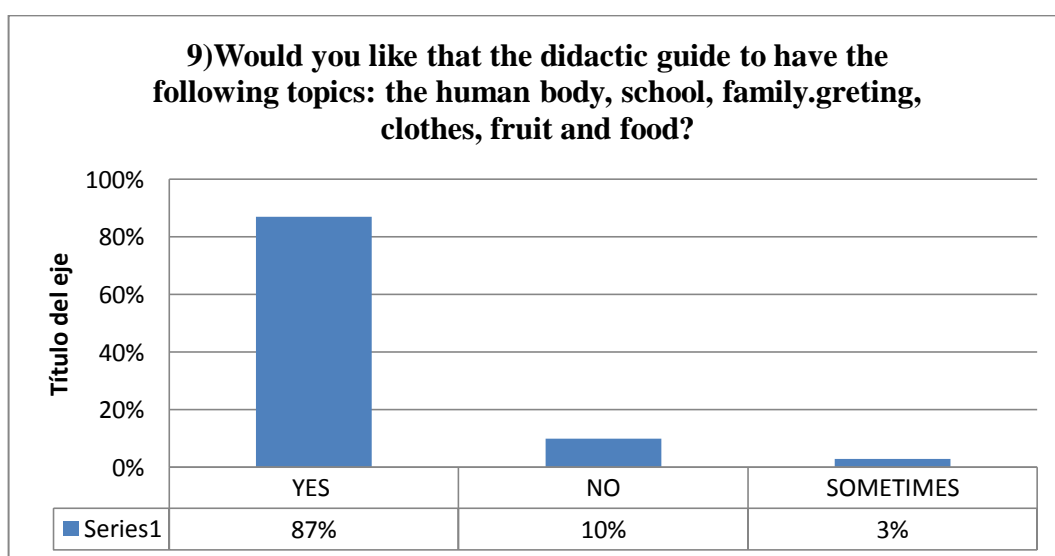
Question 9: Would you like that the didactic guide to have the following topics: the human body, school, family, greeting, clothes, fruit and food?

Objective: To analyze which of these topics the students can remember the English vocabulary easily.

Chart # 39: The use of the different topics in the didactic guide.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	35	87 %
SOMETIMES	1	3%
NO	4	10%
TOTAL	40	100%

Graph # 29 The use of the different topics in the didactic guide.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 87% of students would like that didactic guide have all topics. 10% say that should not include that topics and 3% indicated that sometimes it is necessary to use those topics.

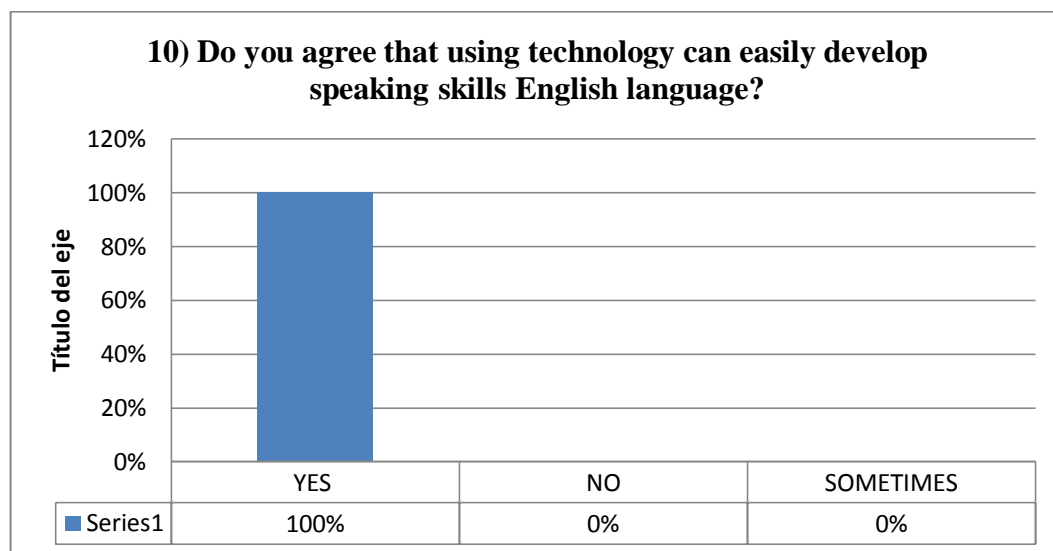
Question 10: Do you agree that using technology students can easily develop speaking skills English language?

Objective: To create strategies using the technology where the students have a good motivation.

Chart # 40: Using technology the students can develop speaking skills.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	100 %
SOMETIMES	0	0%
NO	0	0%
TOTAL	40	100%

Graph # 30: Using technology students can develop speaking skills.



Source: Survey was created for the students at Unidad Educativa “Manuela Saenz” PCEI DISTANCE SCHOOL.

Author: Luis Antonio Rodríguez González

Interpretation: 100% of students are agreeing that technology is very important nowadays in the education.

4.6.3 CONCLUSION AND RECOMMENDATIONS.

4.6.4 CONCLUSIONS

- Using teaching strategies for motivating students could have improvement in the speaking skills of the English language.
- With this didactic guide the student can learn a lot of vocabularies that will help you improve your skills.
- The young and the adult students learn in the same way that children, when the teacher gives the vocabulary in class.
- The teacher is directly responsible for the education of young and adult people to achieve their full development in them and their free participatory, creative, happy and spontaneous formation.
- Teaching strategies cannot be seen as an isolated learning process. The students need to be guided and oriented especially with lots of patients in order to achieve a good understanding of the new language and to develop English speaking skills.

4.6.5 RECOMMENDATIONS

- The teacher should work in groups for teaching vocabulary to have fun during classes.
- The teacher should change the ways of teaching in the classroom for improvement of the learning.
- That teacher should have an excellent domain of language and knowledge of current teaching strategies, which will help to increase English speaking skills through vocabulary.
- The teacher should plan teaching strategies that will be applied in the classroom for a progressive development of language..
- Gather teaching strategies to develop the ability to speak in English at ‘Unidad Educativa Manuela Saenz PCEI’ Distance School.

**CHAPTER V
ADMINISTRATIVE FRAMEWORK**

5.1 RESOURCES

5.1.1 Institutional

Chart # 41

DESCRIPTION
“Unidad Educativa Manuela Sáenz” PCEI Distance School.
TOTAL

5.1.2 Human

Chart # 42

DESCRIPTION	UNIT COST	TOTAL COST
1 TEACHER	\$15.00 / day	\$60.00
TOTAL		\$60.00

5.1.3 Material

Chart # 43

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$3.50	\$3.50
Bounds	\$25.00	\$75.00
Ink	\$30.00	\$60.00
Prints	\$30.00	\$30.00
Copies	\$10.00	\$10.00
Cd's	\$0.50	\$1.50
Pen	\$0.30	\$0.60
Flash Drive	\$10.00	\$10.00
TOTAL		\$ 190.60

5.1.4 Technological

Chart # 44

DESCRIPTION	UNIT COST	TOTAL COST
Use of Internet	\$30.00/ month	\$300.00
Laptop	\$1.000	\$1.000
Camera	\$250.00	\$250.00
TOTAL		\$1.500.50

5.1.5 Economic

Chart # 45

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 0.25	\$20.00
Lunch And Snacks		\$15.00
Unanticipated expenses	\$15.00	\$15.00
	\$100.00	\$100.00
TOTAL		\$135.00

TOTAL SUMATORY		1885,50
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5.1.6 SOURCE MATERIALS

Timetable Chart # 46

2014-2015

1	2 ACTIVITIES/MONTHS	AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AGOSTO			
		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4														
1	Socialización with thesis advisor.				■	■																																															
2	Thesis Desinging.								■	■																																											
3	Elaboration Chapter I.									■	■	■	■																																								
4	Chapter I Progress.													■	■	■																																					
5	Elaboration Chapter II.														■	■	■	■																																			
6	Field Research at “Institution”.																		■	■																																	
7	Survey Implementation.																			■	■																																
8	Analysis and interpretation of results																					■	■																														
9	Elaboration Chapter III.																																																				
10	Chapter III Progress.																																																				
11	Elaboration Chapter IV and V.																																																				
12	Implementation of activities.																																																				
13	Review of Thesis draft.																																																				
14	Delivery of final work																																																				
15	Pre defense of thesis																																																				
16	Defense of Thesis at Acadmic Consejo																																																				
17	Graduation day.																																																				

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5.4 APPENDIX



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

Attachment # 1

Survey directed to students of eighth grade

Survey applied of eighth grade students of Unidad Educativa Manuela Saenz PCEI Distance School in the subject of English.

The objective of the survey is to investigate which is the difficulty of learning new vocabulary, with the objective of helping the problem with new teaching strategies in which students can improve their communication.

Thank you for giving me your time and answer the following questions.

Gender: Male Female

Cross one option with a X according to your opinión.

1. Do you know what are “learning strategies”?

Yes _____

No _____

2. Do you know if the teacher applies good teaching strategies in the classroom?

Yes _____

No _____

3. How many new words does the teacher give the students in each class?

- 1. 1
- 2. 2
- 3. 4
- 4. 5
- 5. Others

4. How many new words would you like learning in each class?

- 1. 2
- 2. 4
- 3. 5
- 4. 6
- 5. Others

5. What do you think about the teacher's instruction?

- 1. Dynamics
- 2. Boring
- 3. Fun
- 4. Easy
- 5. Difficult

6. Do you consider that English is an important subject in Santa Elena County?

Yes _____

No _____

7. How much time daily would you dedicate to the English Language?

- 1. 15 minutes
- 2. 20 minutes
- 3. 30 minutes
- 4. 1 hour
- 5. 2 hour or more

8. Which of the 4 skills do you consider is the most important?

1. Reading
2. Listening
3. Speaking
4. Writing
5. all

9. What kind of materials would you like your teacher to work with?

1. Books
2. Flipcharts
3. Technology
4. Cards
5. Blackboard
6. Others

10. Which of the topic would you like to begin learning the English vocabulary?

1. Family
2. School
3. Home
4. Greetings
5. Other

Thank you for your collaboration.



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

Attachment # 2

Interview applied for the Principal of “UNIDAD EDUCATIVA PCEI MANUELA SAENZ” DISTANCE SCHOOL.

The objective is to know the problems that students have in learning vocabulary in English language.

1. Why do you think that is important to teach the subject of English in your institution?
2. Do you think that applying teaching strategies for learning new vocabulary give good results? Why?
3. What do you think would have a positive impact to learn English on students of eighth grade in your institution?
4. Why do you consider teaching a good vocabulary to the students could dominate the English language?
5. Do you consider that it is important to evaluate teachers to know the teacher’s level of English language teaching?
6. Do you think that with the use of technologies would help teachers teach English vocabulary?
7. Does you teacher have didactic resources for teaching English vocabulary?
8. What motivation have you observed that teachers apply before teaching vocabulary?
9. How many hours in the school day do you think is necessary for the students to learn a good amount of vocabulary?
10. What do you think would be the best strategy to help students develop the speaking skills in the English language? Mention one.



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER

Attachment # 3

Survey applied for English teacher of “UNIDAD EDUCATIVA PCEI MANUELA SAENZ” Distance School.

The objective is to know the problem have the students of learn new vocabulary, with the objective of helping with teaching strategies where the students can improve their communication in the English language.

Read the questions and answers with a (X). Answer honestly and responsibly please

The scale of options are: Yes, Sometimes and No

N	QUESTIONS	YES	Sometimes	No
1	Do you believe that will be solution to the problem of learning vocabulary in the institution?			
2	Do you think that teaching strategies the students will learn new vocabulary?			
3	Do you think that with a good motivation students will pay more attention in English class?			

4	Do you think that a good vocabulary the students will be able start a conversation in the English language?			
5	Do you think that is important to teach vocabulary the students in the institution?			
6	Do you practice in class with students the vocabulary taught?			
7	Do you think that in each class the students to learn new vocabulary?			
8	Do you think that speaking skill is important?			
9	Do you think that with the technology (computer, projector, recorder etc), will easier give the class?			
10	Do you do teamwork where the students can have better communication with yours classmate using vocabulary that they know?			

THANK YOU FOR YOUR COLLABORATION.



UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS CARRERA LICENCIATURA EN INGLES

Attachment # 4

Interview for Specialist Professor

- 1.-Do you think that important teach English vocabulary to the students in school?
- 2.-Why do you consider that a wide vocabulary will help a student to dominate the English language?
- 3.-Do you think that with the use of technologies it can help teachers teaching English vocabulary? Explain
- 4.-Do you think that with the use of vocabulary didactic guide the students can acquire new vocabulary?
- 5.-What do you think is the best strategy to help the student develop speaking skills in the English language? Mention one

Attachment # 5



The students of eighth grade at “Unidad Educativa Manuela Saenz PCEI” Distance School.

Attachment # 6



Applying survey to the students.

Attachment # 7



Filling survey the students

Attachment # 8



Applying teaching strategies

Attachment # 9



Students are knowing the new vocabulary.

Attachment # 10



Students practicing with the classmate.

Attachment # 11



Student is putting below the word in the picture.

Attachment # 12



She is finishing the activity in the classroom.

Attachment # 13



Applying the survey to the English Teacher of “Unidad Educativa Manuela Saenz PCEI” Distance School

Attachment # 14



Applying the interview to the Principal of Unidad Educativa Manuela Saenz PCEI distance school

LESSON PLANS

Attachment # 15

CLOTHES	
UNIT # 1	
LESSON: 30 MINUTES	
OBJECTIVES: to get familiar with clothes through games for the application in their daily communication. Practice numbers, colors.	
EXPECTED RESULTS: Identify clothes when they hear the name of each articles of clothes. Be able to identify the pieces of clothing in the flashcards. Be able to say the name of the articles of clothing. Be able to identify the quantity of each article.	
VOCABULARY:	
Belt boots cap coat dress hat jacket jeans pants shoes	skirt socks t-shirt tie Yellow Red Blue Green Brown
ACTIVITIES:	
Games: - Lottery	
Exercises: - My clothes - My Favorite Clothes Color the clothes with the correct colors.	

Attachment # 16

MY FAMILY	
UNIT # 2 LESSON: 30 MINUTES	
OBJECTIVES: Introduce the vocabulary of family members through games for the application in their daily communication. Practice numbers, colors.	
EXPECTED RESULTS: Be able to identify the different members of their family. Be able to identify the members of the family when they hear their name. Be able to say each member of the family in English.	
VOCABULARY:	
mother father children son daughter sister brother grandmother grandfather	uncle niece cousin husband wife verb be IS – ARE
ACTIVITIES: Games: <ul style="list-style-type: none">- Listen the name and identify the image.- The words. Exercises: <ul style="list-style-type: none">- Make a Poster.	

Attachment # 17

ANIMALS	
UNIT # 3 LESSON: 30 MINUTES	
AIMS: Introduce the names of the domestic animals. Recognize numbers from 1 to 20.	
EXPECTING RESULTS: Listen to the pronunciations of the animals. Be able to identify the correct animal when its hear its name. Be able to identify the numbers with the words. Identify correctly the objects of a determine color.	
VOCABULARY	
Sheep Cat Dog Camel Crocodile Horse Pig Elephant Bear Giraffe Mouse Kangaroo Ant	Deer Turtle Bee Monkey Hippo Adjectives Short, tall, small, ugly, etc Numbers from 1 to 20
ACTIVITIES Read a short task about Animals. Answer short question Describe the animals.	

Attachment # 18

THE BODY		
UNIT # 4		
LESSON: 30 MINUTES		
AIMS: Introduce the parts of the body. Recognize numbers from 1 to 20.		
EXPECTED RESULTS: Be able to identify the parts of the body. Be able to identify the parts of the face. Be able to identify the numbers with the words. Be able to identify colors Be able to identify the parts of the body when you hear them. Be able to pronounce and know the tones of the sounds.		
VOCABULARY:		
Face	mouth	Hear
Chin	neck	Hip
Shoulder	arm	Leg
upper arm	elbow	noise
Forearm	armpit	hip
back		knee
chest		calf
waist		shin
abdomen	shoulder	eyes
chest		foot
abdomen		I have
		hand
		thigh
ACTIVITIES:		
Exercises:		
- Mention parts of the you body		

Attachment # 19

THE SCHOOL AND CLASSROOM
UNIT # 3 LESSON TIME: 30 MINUTES
OBJECTIVES: Introduce the vocabulary associated with the school and the classroom Describe .
EXPECTING RESULTS : Associate the image with the Word when you listen to it Be able to answer the name of the object when the teacher asks.
VOCABULARY: Teacher student door paper window chair eraser notebook book pencil table board PREPOSITION on under in in from on next to behind
ACTIVITIES: Exercises: Answer short question: where is my pencil?..... Determine locations of objects of the classroom. Describe the classroom.

Attachment # 20

FRUIT AND FOOD	
UNIT # 5	
LESSON: 30 MINUTES	
OBJECTIVES: Introduce the vocabulary of the fruits. They will learn “I like” and “I don’t like”	
EXPECTED RESULTS: Be able to identify the fruits and food when you hear them. Be able to say the name of the food and fruits. Be able to talk about likes and dislikes. Be able to talk about healthy food.	
VOCABULARY:	
<p>Apple</p> <p>Orange</p> <p>Banana</p> <p>Pear</p> <p>Pineapple</p> <p>Grape</p> <p>Tomatoes</p> <p>Carrot</p> <p>Potatoes</p> <p>Fish</p> <p>Egg</p> <p>Cheese</p>	<p>Chicken</p> <p>Milk</p> <p>Junk</p> <p>Hamburgers</p> <p>Potatoes chips</p> <p>Simple present</p> <p>Do you like chicken with salad?</p> <p>Yes-no question</p> <p>I like vegetables and fruit.</p> <p>I don’t like hamburger .</p>
ACTIVITIES: Exercises: Watch video related to healthy food.	



Attachment # 21



**UNIDAD EDUCATIVA P.C.E.I. "MANUELA SAENZ"
RESOLUCION N° 045-JGM-DDESE-2014, DEL 14 DE OCTUBRE DEL 2014
BALLENITA - SANTA ELENA - ECUADOR
TELEFONOS 0983349629**

UNIDAD EDUCATIVA PARTICULAR MANUELA SAENZ PCEI

School year 2014-2015

	LIST OF THE STUDENTS 8th grade
1	CRUZ LIMONES KELVIN
2	GIL CRUZ KARINA
3	RUIZ RUIZ JORGE
4	APOLINARIO VILLON FELIX MANUEL
5	CASTILLO BRITO KEVIN GEOVANNY
6	CEPEDA RUBEN
7	CEVALLOS QUIRUMBAY JONATHAN NICOLAS
8	CHAVEZ CHOEZ SANDY ESPERANZA
9	FRANCO COCHEA MARGARITA
10	GIL CRUZ ANGIE GABRIELA
11	GONZABAY VITE RONALD EDUARDO
12	GONZALEZ MAGALLÁN LUIS AUGUSTO
13	GUALE DE LA O JANATHAN
14	LAINIZ TOMALA DARLIN STALIN
15	LOPEZ MACIAS LINDA KATTIUSKA
16	MALAVE REYES LIDIA MARLENE
17	MINAYA CANALES ALEXANDRA MARIA

18	MORALES MEJILLÓN MARÍA LEONOR
19	MUÑOZ PARRALES NESTOR EDISON
20	MUÑOZ VERA MARIUXI GISELLA
21	ORRALA LINO ROCIO ELIZABETH
22	POZO GUALE ANA ELIZABETH
23	POZO MAGALLAN JESÚS BERNABÉ
24	REYES VERA LISBETH KATIUSKA
25	RIVERA ORTEGA HERMEN STANLIN
26	RUIZ VERONICA
27	TOMALA CATUTO CANDIDA MARLENE
28	TOMALA KATHERINE
29	VERA MUÑOZ LIDER LEONARDO
30	YAGUAL MORALES JULY PAMELA
31	ALARCON LADINES ALEX JOSE
32	BONE REASCO MARIA PATRICIA
33	DE LA CRUZ LAINEZ MARIA AUXILIADORA
34	DE LA ROSA CAMPOVERDE EDUARDO
35	ESPINOZA VERA GENESIS ROBERTA
36	EUGENIO RAMIREZ KLEINER STEVEEN
37	FIGUEROA BAQUE GLORIA GLENDA
38	FLORES CARLOS MERCY ARACELY
39	GABINO CHAVEZ LILIBETH PAOLA
40	GIL LUCAS JACINTA MERCEDES

Attachment # 22

LEGAL BASIS

2.4.1 SECTION FIVE

2.4.1.1 Education

Article 26 Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

Article 28 Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.

It is the right of every person and community to interact among cultures and to participate in a society that learns. The State shall promote intercultural dialogue in all of its many dimensions.

2.4.1.2 TITLE VII

2.4.1.3 THE GOOD WAY OF LIVING SYSTEM

SECTION ONE

Education

Article 343 The national education system shall be aimed at developing the population's individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, wisdom, arts and culture. The system shall have as its core focus the learning subject and shall function flexibly and dynamically, with an inclusive, efficient and effective approach.

The national education system shall incorporate an intercultural vision in line with the country's geographical, cultural, and linguistic diversity and respect for the rights of the communities, peoples and nations.

DIDACTIC GUIDE

THE FAMILY MEMBER

VOCABULARY

Mother
Mom
Father
Dad
Parent
Children
Son
Daughter
Sister
Brother
Grandmother
Grandfather
Grandparent
Grandson
Granddaughter

Grandchild
Aunt
Uncle
Niece
Nephew
Cousin
Husband
Wife
Sister-In-Law
Brother-In-Law
Mother-In-Law
Father-In-Law
Partner
Fiancé
Fiancée

Attachment # 24

FIND THE WORDS IN THE PUZZLE

THE FAMILY MEMBERS

F P G W O Q K R H D S Y R R I	AUNT
C P R T D D S R P J I H E R Z	BROTHER
L X I W G G H Y H E S H B F A	COUSIN
N O P I J R Z B C Y T P C A H	DAUGHTER
I J O R T A E U B O E O Q O G	FATHER
S C B E W N U H M R R Q H C L	GRANDFATHER
U A G H N D A X T U O N Q R E	GRANDMOTHER
O O I T P M X C T A A T J X R	MOTHER
C Z I A A O G U C D F W H O K	NIECE
A O J F N T P H N Z Z I F E N	SISTER
Z C M D I H C U T C K T X Z R	SON
G L Y N E E Q Z J F L T Z L S	UNCLE
C N O A C R L Q S O N E N M U	
J C I R E T H G U A D V N U Z	
C E F G M A X O V T U W R G A	

Attachment # 25

GAME

B I N G O				
wife	daughter	son	niece	second cousin
father	uncle	son-in-law	grandson	stepmother
brother-in-law	stepson	Free Space	nephew	husband
cousin	stepfather	brother	mother	daughter-in-law
stepdaughter	grandmother	father-in-law	mother-in-law	aunt

Attachment # 26

ANIMALS

Vocabulary

ant

anteater

antelope

bat

bear

beaver

bee

bird

bison

boar

buffalo

bull

butterfly

camel

canary

cat

caterpillar

centipede

chameleon

cheetah

chicken

chimpanzee

cicada

cock

cockroach

condor

cougar

cow

coyote

crab

cricket

crocodile

crow

deer

dog

dolphin

donkey

duck

eagle

elephant

elk

falcon

ferret

fish

fly

fox

frog

giraffe

goat

goldfish

goose

gorilla

grasshopper

groundhog

guinea pig

FRUITS

Vocabular

Acai
Aceola
Apple
Apricots
Avocado
Banana
Blackberry
Blueberries
Camu Camu berry
Cherries
Coconut
Cranberry
Cucumber
Currents
Dates
Durian
Fig
Goji berries
Gooseberry
Grapefruit
Grapes
Jackfruit
Kiwi

Kumquat
Lemon
Lime
Lucuma
Lychee
Mango
Mangosteen
Melon
Mulberry
Nectarine
Orange
Papaya
Passion Fruit
Peach
Pear
Pineapple
Plum
Pomegranate
Pomelo
Prickly Pear
Prunes
Raspberries
Strawberries
Tangerine/Clementine

Attachment # 28

**CLOTHES
VOCABULARY**

belt

bikini

blouse

boots

braces

button

cap

coat

dress

laces

dress

gloves

hat

jacket

knickers

mini-skirt

Attachment # 29

ASSOCIATED

VOCABULARY

changing room

get dressed

it fits you

it suits you

match

naked

put on

size

shoe size

take off

too tight

try on

undress

waist

wear

Attachment # 30

**PARTS OF THE BODY
Vocabulary**

LEG - PIERNA
ankle
femur
foot, feet
heel
instep
knee
kneecap
patella
phalanges
shin
thigh
thighbone
toe

ARM - BRAZO
elbow
finger
fist
forearm
hand
index finger
knuckle
little finger
middle finger
nail
palm
ring finger
shoulder

thumb

HEAD - CABEZA

beard

brain

cheek

chin

ear

eye

eyebrow

eyelash

eyelid

lips

mouth

neck

nose

tongue

tooth, teeth

TRUNK - TRONCO

abdomen

back

belly

breasts

chest

groin

heart

hip

kidney

liver

lung

navel

stomach

thorax



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

La Libertad 15 de mayo de 2015

Para: Lcda. Glenda Pinoargote Parra, MA Ed.
Directora de Carrera Licenciatura en Inglés.
De: Lcda. Violeta Elizabeth Auza. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en el Trabajo de titulación del señor: **Luis Antonio Rodríguez González** una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del Trabajo de Titulación para la obtención al Título de Licenciado en Inglés.

Particular que comunico a Ud. para los fines pertinentes.

Atentamente,

Lcda. Violeta Elizabeth Auza. MSc.
Docente 2015

Documento : TESIS LUIS CAPITULO I,II,IV Y V.docx [D14358492]

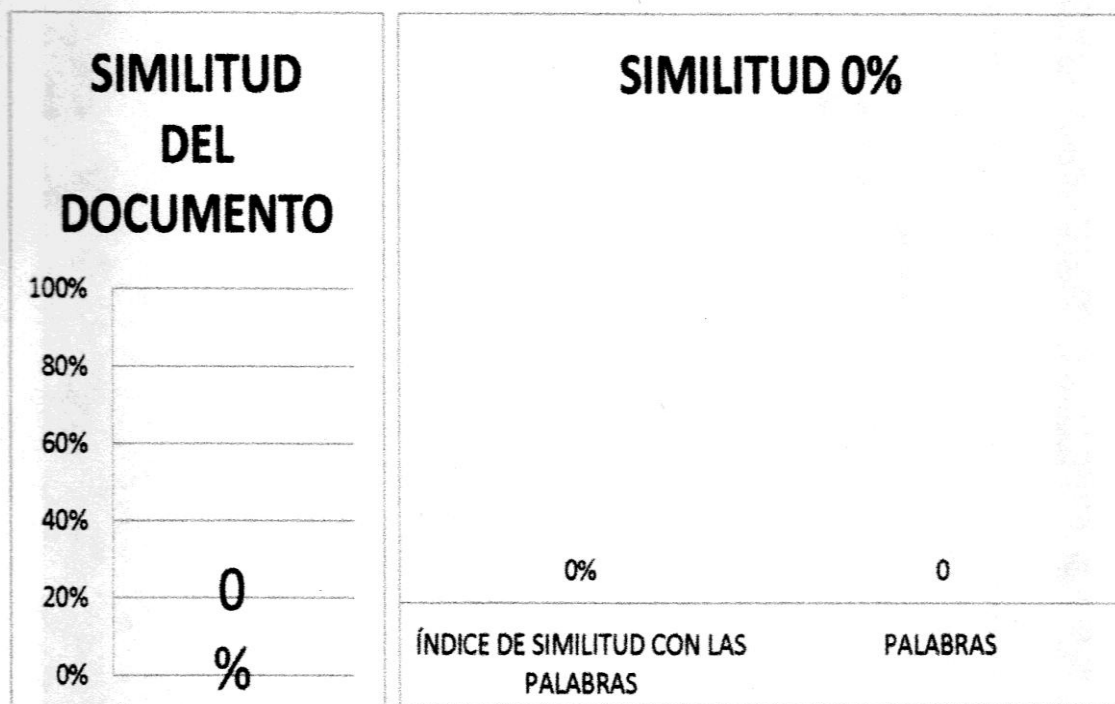
Alrededor de 0% de este documento se compone de texto más o menos similar al contenido de 15 fuente(s) considerada(s) como la(s) más pertinente(s).

La más larga sección comportando similitudes, contiene 0 palabras y tiene un índice de similitud de 0% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en ningún momento la presencia demostrada de plagio o de falta de rigor en el documento.

Puede haber buenas y legítimas razones para que partes del documento analizado se encuentren en las fuentes identificadas.

Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor averiguando e interpretando el análisis, las fuentes y el documento original.



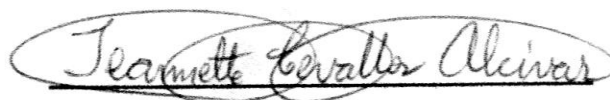
Jeannette Cevallos Alcívar
jeannettecevallos@gmail.com

La Libertad, 14 de Mayo del 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, JEANNETTE ELIZABETH CEVALLOS ALCÍVAR, certifico que he revisado la redacción y ortografía del trabajo de titulación con el tema: "VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA MANUELA SAENZ PCEI DISTANCE SCHOOL, BALLENERA, PROVINCE OF SANTA ELENA. 2014 – 2015". Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado, como considere conveniente a sus intereses.



Lcda. JEANNETTE CEVALLOS ALCÍVAR. MSc.

CI. 0907928089



UNIDAD EDUCATIVA P.C.E.I. "MANUELA SAENZ"
RESOLUCION N° 045-JGM-DDESE-2014, DEL 14 DE OCTUBRE DEL 2014
BALLENITA - SANTA ELENA - ECUADOR
TELEFONOS 0983349629



Santa Elena, 05 de Mayo del 2015

MASTER

Glenda Pinoargote Parra

**DIRECTORA DE LA ESCUELA DE IDIOMAS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**

Presente

Distinguida directora

Tengo a bien a dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez para comunicarle lo siguiente:

El señor Luis Antonio Rodríguez González, portador de la cedula # 091940055-6 ha solicitado realizar su tema de tesis en este plantel con el tema **"VOCABULARY STRATEGIES TO DEVELOP ENGLISH SPEAKING SKILLS IN THE STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA "MANUELA SAENZ" PCEI DISTANCE SCHOOL IN BALLENITA , SANTA ELENA PROVINCE IN THE PERIOD 2014 - 2015"**, por lo que no tengo ningún inconveniente en dar mi debida aceptación.

Particular que comunico a usted para los fines pertinentes.

Atentamente



[Firma manuscrita]
RECTOR



UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Luis A. Rodríguez González

Por su participación y aprobación del módulo "Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico", con una duración de 40 horas.

Ing. Jimmy Candell Soto, MSc.
Rector



La Libertad, 17 de Febrero / 2015

MGT. Víctor Emilio Garcés Rodríguez
Facilitador