PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015 - 2016.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: WASHINGTON TEODORO MÉNDEZ YAGUAL

ADVISER: ING. XAVIER ANTONIO ALMEIDA BRIONES MSc.

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"TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF. SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016".

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La Libertad, February 10th 2015

ADVISER´S APPROVAL

In my role as Adviser of the research paper under the title "Teaching strategies to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf. Santa Elena, Santa Elena Province, 2015-2016" prepared by Washington Teodoro Méndez Yagual undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

..………………………………………..
Ing. Xavier Antonio Almeida Briones MSc.

La Libertad, October 10 2015

STATEMENT OF AUTHORSHIP

I, Washington Teodoro Méndez Yagual with ID number. 0918249533 undergraduate student from the Península of Santa Elena State University Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper " Teaching strategies to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf. Santa Elena, Santa Elena Province, 2015 – 2016", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this work to my Heavenly Father and his son Jesus Christ; they are my direction in every step of my life.

To my beloved wife Ana María González Aizaga and my son Joshua Abdiel Méndez González., who gave me the necessary support and understanding during the development of this research paper, without them none of this would have been possible.

Washington

ACKNOWLEDGMENT

I want to thank to my Heavenly Father, who has guided me throughout this magnificent process, to my adviser Ing. Xavier Almeida Briones MSc, to encourage me to finish this work, to my professors for all the support during these 5 years of study and for all their dedication and patience.

A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

Washington

DECLARATION

The content of the following graduation work is my responsibility; the intelectual property belongs to the Península de Santa Elena State University.

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WASHINGTON TEODORO MÉNDEZ YAGUAL

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PENÍNSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015 - 2016".

Author: Washington Teodoro Méndez Yagual

Advisor: Ing. Xavier Antonio Almeida Briones MSc.

ABSTRACT

Currently society requires the use of English in different circumstances and situations in life and it is precisely in the education field that teaching strategies should be implemented to allow learners to develop English vocabulary to consolidate the acquired knowledge, and look for new knowledge, always supervised by teachers in their role of guides of the process. The present research paper has been done through a challenge whose principal objective is to develop English vocabulary through teaching strategies on students of eighth grade at Escuela de Educación Básica Teodoro Wolf. It is important to recognize that vocabulary is a sub-skill of language learning; it has a vital role in the learning teaching process. There are several features in vocabulary learning, the peculiarity between word and vocabulary, its importance and why a teacher has to establish vocabulary learning goals and what vocabulary learning approaches and strategies are. Results showed that students developed their English vocabulary after implementing teaching strategies in consequence it is recommended that Escuela de Education Básica "Teodoro Wolf" use these strategies as extra didactic tools in the development of the English learning process of the students.

KEYWORDS: Teaching strategies, Skills, Vocabulary, Realia.

INTRODUCTION

Science and technology are changing fast in current society, and education cannot be left behind. Educators should be prepared for changes and be updated at adopting strategies that allow students to develop English vocabulary and critical thinking skills. The teaching learning process must be oriented and updated with strategies inside and outside the classroom using a holistic approach.

Traditional methods in the past were teacher-centered and students played a secondary role in the learning process, they were not taken into account inside the classroom. Modern methods propose the use of methodologies and techniques in which learners take control of their learning.

Nowadays, students need to consolidate their learning process. Their performance should be supervised by their teachers, using teaching strategies that combines regular classes with different activities during the instruction.

Teaching strategies offers many advantages to students and teachers as: The leaners are active participants through the learning process, students get immediate feedback, help on individual basis, learners interact and participate, promote interaction with peers, participants learn to collaborate to solve problems, learners make presentations on specific topics, and they have the opportunity to integrate, apply knowledge and skills.

This research paper is organized by chapters and each one covers different aspects of this work. Chapter One describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specific).

Chapter two is about the literature review. It contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and the variables of the study.

Chapter three is based on the methodology; it is about the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, chapter five shows the administrative framework, it contains the resources (institutional, human, material, economic ones)

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1   TITLE

"TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015 - 2016".

1.2   STATEMENT OF THE PROBLEM

1.2.1   Context

Around 430 million people speak English as their first language since English is widely spoken; it has often been referred to as a world language, the lingua franca of the modern era. It is the most taught language as a foreign language.

In Latin America when a person, group of people or community are learning a second language they find several obstacles due to a diversity of rules and its respective grammar, lack of vocabulary and pronunciation. As a result, lots of them abandon the classes, usually in Ecuador that happens the same situation.

In Ecuador, English is not part of the curriculum at elementary public schools. It is only taught in high schools in all the Ecuadorian provinces; Due to this situation students from public institutions have a low level of English when they pass from elementary to high school causing them difficulties to learn as they do not have enough vocabulary to express their ideas.

English develop four skills speaking, writing, reading, and listening, studies suggest that vocabulary is a high pointer of reading comprehension, it is the key for communication, and it is crucial in a foreign language environment. The reading skill has not been developed due to an inadequate implementation of vocabulary techniques during the teaching learning process.

Students of eighth grade at Escuela de Educación Básica Teodoro Wolf School face the same vocabulary problem since they come from different elementary institutions where the level of English is very deficient.

For this reason the proposal "Teaching strategies to develop vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf in Santa Elena, Santa Elena Province" seeks to benefit students to develop English vocabulary by creating and applying strategies and approaches to increase their vocabulary.

1.2.2 Critical Analysis

Escuela de Educación Básica Teodoro Wolf is an educational institution located in Santa Elena, Province - Ecuador founded in 1864. There are more than 2400 students and approximately 60 teachers, and they receive students from all cantones and communities of the entire province of Santa Elena.

In this institution there are some problems for students when they want to learn a language and expand their verbal abilities with vocabulary. The lack of strategies and proper guidance make them unmotivated and sometimes impossible to communicate their ideas in English.

At Escuela de Educación Básica Teodoro Wolf students learn English vocabulary in a traditional form sometimes in a non methodological way. Most of eighth grade students have not had previous exposure with the English language; they

finish their elementary school with a low level of English, which makes them feel unmotivated in the lessons. This might cause inconveniences during their process of changing from elementary to Junior High and High school. The application of teaching strategies for vocabulary will offer an alternative for the learners to solve this problem.

1.2.3   Problem formulation

Can English vocabulary be developed through the implementation of teaching strategies on students of eighth grade at Escuela de Educación Básica Teodoro Wolf in Santa Elena, Santa Elena Province during the academic year 2015-2016?

1.2.4   Guideline questions

- What are teaching strategies?

- What is vocabulary?

- What are the best strategies for teaching vocabulary?

- What will be the effects of the application of teaching strategies to develop English vocabulary on students of the eighth grade from Escuela de Educación Básica Teodoro Wolf?

1.2.5   Problem Limitation

- **FIELD**: Education.
- **AREA**: English.
- **ASPECT:** Teaching Strategies

- **TITLE:** "TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF. SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016."

- **PROBLEM:** Can English vocabulary be developed through the implementation of teaching strategies on students of eighth grade at Escuela de Educación Básica Teodoro Wolf in Santa Elena, Santa Elena Province during the academic year 2015-2016?

- **TIME LIMITATION:** This project will be applied through the academic year 2015-2016.

- **POPULATION LIMITATION:** Eighth grade students at Escuela de Educación Básica Teodoro Wolf.

- **SPACE LIMITATION:** Escuela de Educación Básica Teodoro Wolf.

- **CONTEXT LIMITATION:** This research will be based on the impact of teaching strategies to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

SIGNIFICANCE

Vocabulary is the first and foremost important step in language acquisition. Teaching vocabulary to students who are learning English is one of the most important parts in the teaching process.

Vocabulary is not the only provision of the four English skills (reading, writing listening, and speaking) in English as a foreign language. Vocabulary is usually an obstacle to acquire of a new language, which is the reason why teachers must emphasize on the adequate teaching strategies in order to enable the abilities on students and develop their English skills.

Vocabulary is challenging to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. Therefore there are teachers should look for ways to substitute rote repetition with more effective techniques.

The meaning and impact of this research paper will exceed to those who will beneficiate from the application of the strategies (students, institution and teachers). This work cause a sociological impact on the way vocabulary is taught specially in the students of eighth grade who will benefit by achieving goals during the learning- teaching process, learning and practicing more words.

There will be various changes regarding vocabulary acquisition in the students. They will feel more confident with the methodology applied, improve their pronunciation, and they will be able to recognize words and phrases day by day.

Lastly, the sustainability of this research is due to the fact that it has the acceptance and the permissions of the principal, authorities of the institution, student and parents; additionally, all the necessary resources to design, develop, execute, and evaluate this proposal are available.

1.3 OBJECTIVES

1.3.1 General objective of the research

To establish the current teaching methodology through development of English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena, Santa Elena province, 2015-2016".

1.3.2 Specific objectives of the research

1. To identify the English vocabulary teaching strategies and techniques used in the institution.

2. To diagnose the strengths and weaknesses of the students in vocabulary learning.

3. To design, implement and evaluate teaching strategies to develop English vocabulary on students.

CHAPTER II

2   LITERATURE REVIEW

2.1   Previous research

"My only defense is the acquisition of vocabulary" Edson (1999)

In education, languages arise as words and vocabulary is always widening. We are always learning even in our L1 language. There are new words that arise with the use of technology and the necessities of life for example: Google is a word that is part of our lexis, it is a browser and a verb.

A language learner can have some problems when learning vocabulary. They need to make the right connections when they are using L2 in meaning and form and when producing the language using the correct form, for example useless, useful. That is why students need to learn a number of words for understanding, but also for producing the language also they should be able to remember words and be able to bring them to memory readily.

Illustration # 1. Main difficulty experienced when learning a new language

Source: http://www.worddive.com/blog/wpcontent/upload/2013/02/
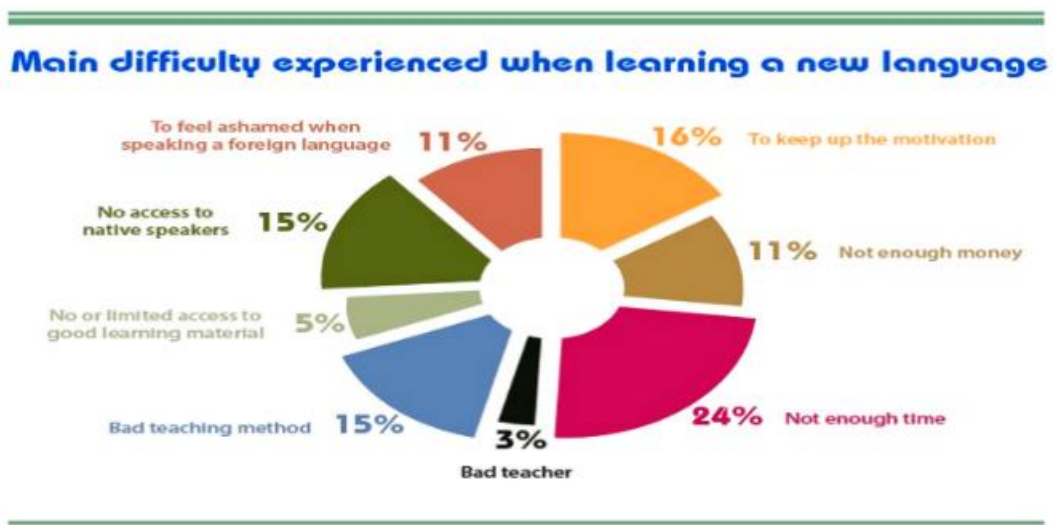
CEFR is a tool used by examiners, teachers, writers, etc. to define achievements on students of foreign languages around the world. It is necessary to propose a scale of six levels. They are: A1, A2, B1, B2, C1, and C2; this framework provides indicators for each language kill (speaking, listening, writing, and reading). Wherefore the CEFR is necessary to improve teaching – learning process through its alignments.

English vocabulary is extremely important for learning a new language. It is a necessity that every learner should take into account during the process of learning and for this reason this research is focused to improve some aspects that necessarily should be treated for improvement.

Illustration # 2. Common European Framework of Reference for Languages

Source: http://vocabularypreview.englishprofile.org/staticfiles/about.html

The Ecuadorian Ministry of Education has released a document in 2015 for the English area entitled National Curriculum Guidelines. This document shows the approaches for English development to be reached by the students from eighth to tenth year of general basic education, and from first to third year of bachillerato, for the teaching on the bases that CEFR has established. To illustrate, CEFR indicators for each language skill provides a scale of six language levels that go from A1 to C2. Wherefore the Ecuadorian government is using the necessary tools to improve the levels of English skills in Ecuador.

According to The National Curriculum Guidelines from the Ministry of Education (2014) (p.7) the objectives for students of eighth grade EGB are:

1. Learners use common terms and basic expressions (e.g., greetings, directions, prices and numbers, habits, basic personal information etc.).
2. Use introductions.
3. Understand personal details through questions and answers such as things they have, persons they know, and where they live.
4. Interrelate in a simple way with other partner (s).
5. Work with simple texts that facilitate certain aspects and show production in vocabulary and sentences.
6. Share knowledge with the members of the community where English is spoken.

Illustration # 3. Level of proficiency and their application per school year
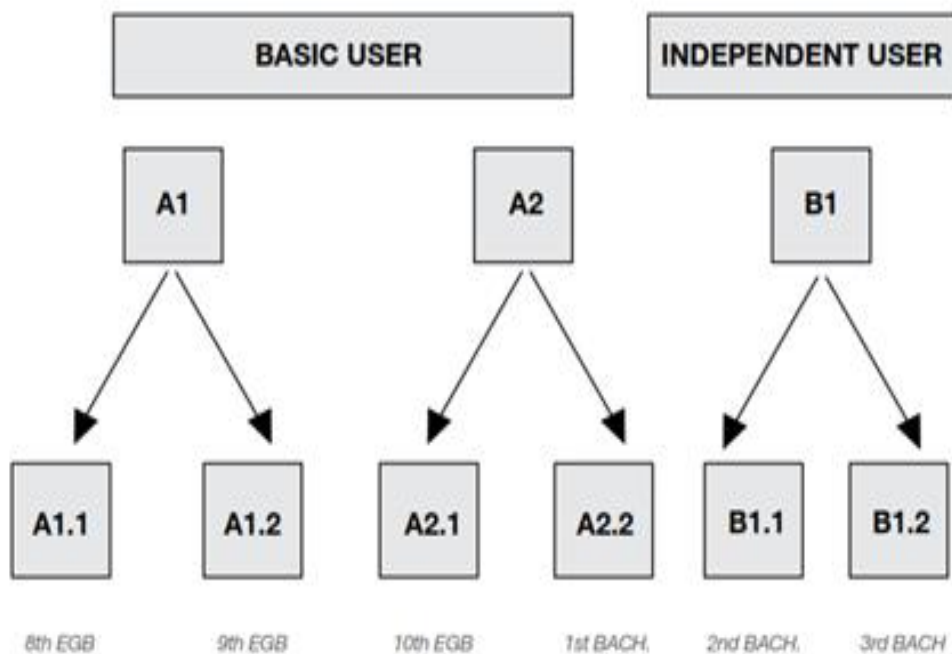
Source: Ministry of Education – National Curriculum Guidelines
Authors: Jenny Villalba Zambrano – Irene Rosero Saavedra

The most important task for learners and teachers is vocabulary teaching and learning in English classes, for this reason it is necessary to emphasize on developing vocabulary in English learners.

These subjects have been discussed by many authors, several books, journals, and scientific articles have been written. The most important are the following:

Nandy (1994), states that the most important part when learning a foreign language is vocabulary because it refers to the words a person is able to speak and use (p. 130).

Rubin and Thompson (1994) state that one cannot read, write, speak, or understand a new language without the knowledge of many words (p.70). Then, vocabulary learning is the core of learning a foreign language. It is impossible that a person dominates English language without understanding a variety of words and expressions, for this reason vocabulary is the core of learning a foreign language.

Additionally, Taylor (1992) establishes that understanding and practicing a language is difficult and sometimes impossible without knowing words spoken or written (p.30).

According to Smith (1998) "Language learners with a rich and vast vocabulary knowledge have better critical thinking skills and a good level of ability in writing, reading, listening, speaking" (p. xv). It means that students with a good range of vocabulary have a good performance in the different communication skills to improve their abilities gradually in different areas. On the other hand, students with a limited vocabulary have problems and difficulties in their progress in foreign language classes.

2.1.1 Vocabulary learning

It is important to recognize that vocabulary is a sub-skill of language learning; it has a vital role in language learning and teaching. There are several features in vocabulary learning, the peculiarity between word and vocabulary, its importance and why a teacher or instructor has to establish vocabulary learning goals and what are vocabulary learning approaches and strategies.

2.1.2 What is vocabulary?

Taylor (1990), states that "Vocabulary represents the words that belong to a knowledge brand known by a person (p. 18)". "A language lexicon is its vocabulary, with words and expressions." It shows that vocabulary is the origin of words that is a part of knowledge by knowing by a person to expand the mind. Besides the lexis of a language is its vocabulary organizes the mental vocabulary in students.

Miller (2007) (p. 1), notes that grammar is important for meaning, but vocabulary is more important because no message can be conveyed without it. It is important to mention that vocabulary is fundamental in the learning of any language. Also he states the importance of grammar is crucial in the teaching – learning process.

Zimmerman (2007), establishes that "Vocabulary represents building blocks made of a group of words used to understand sentences". It means that vocabulary is a collection of words that correspond to the basic unity of learning that becomes something extraordinary to all generations and understand statements, phrases and words.

2.1.3 Vocabulary and its importance in language learning

Vocabulary is crucial when learning English because learners need to express their own ideas and if they do not have enough vocabulary they cannot understand what they are saying or writing.

Wilkins (2005) says that without the knowledge of grammar very little can be transmitted, while without vocabulary knowledge nothing can be transmitted (pp. 111-112). It clearly shows that the learners of any language face serious problems when they are learning a foreign language but they can communicate with some useful words besides some expressions, they can transmit their feelings and wishes.

According to Lewis (1993) "Lexis is the core or heart of a language". It is important for learners to achieve useful vocabulary knowledge and improve vocabulary learning strategies to acquire them and develop their own experiences.

As Schmitt (2010) points out, "Learners do not bring grammar books they carry dictionaries". Teaching vocabulary benefits to all the learners to know and transfer knowledge with other persons in English or any language that they want to learn. Vocabulary changes, it is exciting and demanding due to the fact that technology grows everyday but it also requires that learners and teachers develop a learning vocabulary habit.

2.1.4 There are 3 reasons why vocabulary is important

2.1.4.1 Vocabulary is the key to communication

For many students, their goal is to study a language and be able to communicate with it. If someone does not want to lean completely on non-verbal skills, become skilled in vocabulary is not just vital, it is crucial in a foreign language learning process.

2.1.4.2 Strong vocabulary allows learners to develop other skills

Improving vocabulary has a direct positive influence and impact in learners and the building up completely language proficiency, the linguist Paul Nation notes: "Vocabulary is not an end in itself. Instead of contrasting vocabulary with the rest of the language skills, it is beneficial to consider it as solid bedrock which contributes to build the whole language proficiency.

Illustration # 4. Vocabulary, pronunciation and spelling
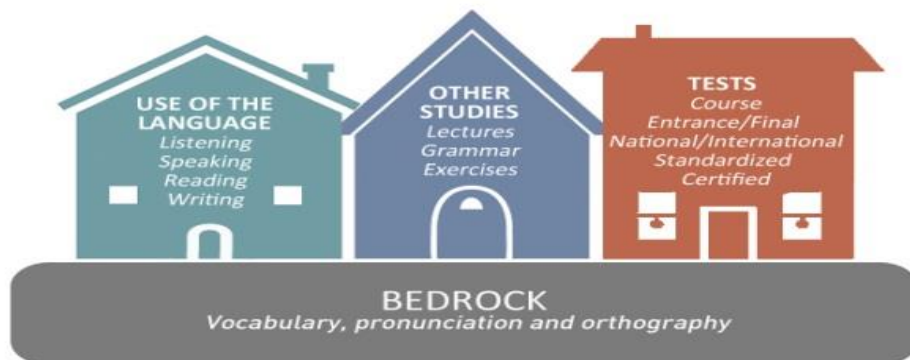
Source: http://www.worddive.com/blog/wp-content/upload/2013/02/Blog_2

Illustration # 5. Vocabulary, comprehension, and capacity to acquire it
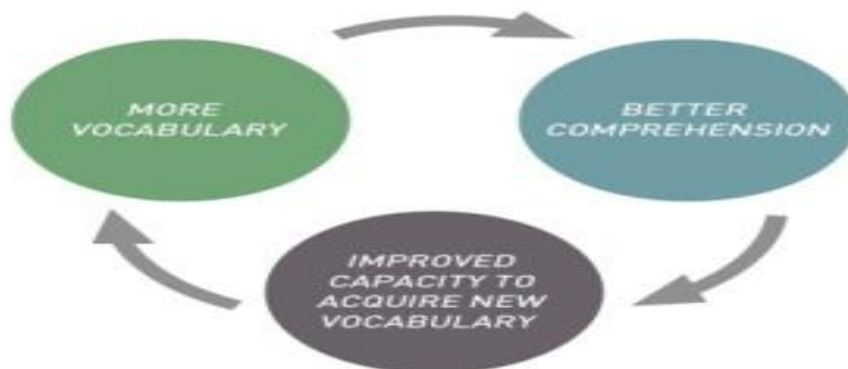
Source: http://www.worddive.com/blog/wp-content/upload/2013/02/Blog_2_

2.1.4.3   The more words learners know, the more they will learn

Vocabulary is learned indirectly through listening and reading but it also focused, with conscious study, using clues in context to deduce meaning.

This learning process is potential if the learner has a significant vocabulary to be able to learn new words from context. This is a difficulty for learners with reduced vocabulary, but it also means that "learners who know more words are able to use those known words to learn even more". Vocabulary helps to improve the capacity to learn more.

2.1.5   **Reasons for improving vocabulary**

Developing and having good vocabulary can improve the communication. Having good vocabulary is not only useful for speakers and writers, but the fact is that learners all can be benefited from it, professionally and personally in whichever area.

2.1.5.1   **Vocabulary sharpens the communication**

Having good vocabulary does not mean using complicated or fancy words to confuse or astonish persons. In order to be more effective, communication should be simple. The clue is to be able to choose words with better precision.

Vocabulary should be a "communication toolbox". It means it should be used at the right time. Every stage students grip a new word; they finish with more than a new instrument**:** they have a better understanding of the ones they already recognize previously.

By associating the meaning of the words with the ones learners already know, they will be able to recognize and understand them in a profound way, which allows using them effectively, so good vocabulary makes communication simpler.

2.1.5.2 Vocabulary opens the mind

When learners have the necessity to increase vocabulary for lacking words, they shut down new perceptions and lines of thinking.

When a learner or a student has a narrow vocabulary it takes additional time to break out from old shapes of thought. And consider every learned word opens a new route of ideas, allowing them to experiment actions in habits they could ever have before.

2.1.5.3 Vocabulary gets the results

Johnson O'Connor, a researcher of more than 20 years has investigated on the impact of vocabulary on lives of people, drew many interesting conclusions. Most of his research is based in successful people in the different stages of lifetime and relate features as stage, scholarship levels, gender, and others, moreover vocabulary level. The research was made on students, engineers, executives and others. The results showed that no matter the area he looked at: The level of a learner is the best single analyst of professional achievement.

The discovery shows an example in administrators in several areas.

The outcomes of a broad vocabulary test was measured and ranked in hierarchical level: Studies demonstrate the vocabulary habitually comes earlier attainment, and it is not a result of it. Even if we are not capable to show the relationship, it should not be ignored these outcomes.

2.1.6 Three tips for effective foreign language vocabulary

It is important to build vocabulary fast, and the use of some words can improve this learning process.

1. Use a flashcard program with spaced repetition and automatic scheduling of reviews. A flashcard can help as a resource to keep track of the words flash card softwares are very useful updated tool too.

2. Apps (Applications), including iPhone, iPad, and Android. That allows practicing vocabulary synchronizing your vocabulary cards using different devices.

3. If you want to increase your active vocabulary use the words you have learnt more than learning meaning. Active vocabulary should be practiced by saying words and also write them down.

2.2 PHILOSOPHICAL BASIS

Some researchers, authors, and linguists have expressed their opinion about vocabulary and their importance in the education of people.

According to Stahl (2005) Vocabulary cannot be learned completely; it is developed with the time. Teaching vocabulary implies using it different ways and not just looking up words in a dictionary (p.1).

It is considerable to emphasize that vocabulary is learned incidentally through strategies. Speaking about vocabulary means to talk about knowledge that moves the world through a simple expression or sentence. Teaching vocabulary contains several methods to express feelings or actions through a paragraph or sentence it means create the opportunity to apply strategies to get along in life.

Likewise, Flower (2000) states, "Words are the most important things students must learn. Grammar is important, but vocabulary is much more important" (p. 5). There is to point at this in a great position of opinion because several authors establish that grammar is the best part of learning a language while it is different for other researchers who refer to the real importance of vocabulary as something crucial in the learning.

This is consistent with Lewis (1993) who does an observation of "the importance of vocabuary as the center of language teaching and learning since language consists of 'grammaticalised lexis, not lexicalised grammar' and 'grammar, as structure, is subordinate to lexis"(p. 89). That is to say, these scholars see that the words are preceded by the grammar". It means the vocabulary is the heart in the teaching and learning process, without it a real communication is impossible.

According to Strasser (1964) Teaching strategy is an organized plan for a lesson with a structure, goals, learner behavior, instructions and the necessary tactics to implement it to be used for language teachers to ratify that a class has been understood.

The National Institute for Literacy (2003) established that, "since it is not possible for teachers to provide specific instruction for all the words children don't know, children need to be able to determine the meaning of words that are new to them by using a range of taught word learning strategies" (p. 7). It is an interesting declaration of an Institute what establishes practical norms to teach the meaning of words through learning strategies that generate real teaching on students in different educative institutions.

Besides Hunt and Beglar (2002) suggest that "learners need to be taught strategies for inferring words from contexts as well as those which can help them retain the words they have encountered". These authors manifest that the strategies for teaching must deduce words in context which can help to maintain the words learners discover through the learning process.

According to Thornbury (2002), "Vocabulary acquisition is the largest and most important task facing the language learner". It is clearly exposed through the researchers where vocabulary is the objective of learning that students should have into account in their learning process.

Nation and Meara (2010) establish that "English vocabulary is complex, with three faces related to form, meaning, and use and also meaning linked to the roots of individual words" (pp. 35-36). English vocabulary is difficult, but there is to recognize that all this is a process can be taught by a simple root to a word compound.

Fisher, Rothenberg, and Frey (2007) say that "ELLs need both direct vocabulary instruction and immersion in important content" (p.3). It is important to mention that students require learning in both contents to face different situation in life.

According to Harmer (1993) "Teaching vocabulary is not easy, clearly more than just presenting new words". One more time this is presented as something extremely important where teaching vocabulary is more relevant than whatever thing during the learning process.

2.3   FUNDAMENTAL CATEGORIES

2.3.1   Education

According to Richards (2010) Education is the procedure to obtain knowledge that is general, to learn and prepare people and ourselves in a theoretical approach offering   growth and help to persons.

2.3.2   English Language

According to Calle (2011), nowadays English is a lingua franca known globally, spoken in England with Germanic roots being the mother tongue of many nations, as the USA, the United Kingdom, Canada etc. allowing people to communicate with others.

2.3.3 Teaching - Learning Process

According to Harmer (2012), learning is an active process that helps students to process information, to interconnect ideas and feelings in a precise way.

Surianata (2011), noted that during teaching and learning process there are four language skills, some are receptive (listening and reading) some of them are productive (speaking and writing).

Beginners describe eloquence as the ability to dialog with others, this skill is more significant than the ability to read, or understand oral language. The improvement of different communication abilities in English languages is important during the process of education of this language and all four skills are equally significant.

2.3.4 Communication skills

According to Harmer (2007) "The four skills of the communication comprise receptive skills and productive skills. Writing and speaking are productive skills while reading and listening are receptive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech".

2.3.5 Teaching strategies

A mixture of learning activities, instructional methods, and materials that involve learners and appropriately reflect both developments needs of learners and learning goals.

2.3.6 English vocabulary

According to Nandy (1994) the cornerstone of the English language is vocabulary, without a large vocabulary, even the best understanding of English grammar will not allow them to speak English, memorizing vocabulary may not be the favorite activity, but there are plenty of creative ways to make it fun.

2.4   LEGAL BASIS

Information about education is founded on Articles 26 and 27 of the Ecuadorian Constitution that mention the right to education and the duty of the Ecuadorian Government to provide it.

Also this paper is based on the Intercultural Education law (LOEI) that ensures the development of education as a right in the community of learning between teachers and students in their own language and others foreign languages and the article 37 of The Code of Childhood and adolescence referring to the respect to the convictions of parents, children and adolescents

2.5   HYPOTHESIS

The application of teaching strategies will develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf in Santa Elena, Santa Elena Province.

2.6   VARIABLES OF STUDY

Independent variable: Teaching strategies.

Dependent variable: English vocabulary.

<div align="center">**CHAPTER III**</div>

<div align="center">**3   METHODOLOGY**</div>

3.1   RESEARCH APPROACH

This research was developed using the quantitative and qualitative methodology; these methods permitted to obtain specific results about the development of English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.1.1   Quantitative Method

This method was used to collect the data related to the use of teaching strategies by students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.1.2   Qualitative Method

This paper used the qualitative method, to gather information about teaching strategies, the researcher interviewed professionals and specialists, the principal, teachers and students.

3.1.3   Inductive - deductive Method

This paper used both approaches inductive and deductive. The deductive method gathered all the information about vocabulary teaching strategies in order to contrast among authors, and simplified them for the paper. In contrast for the inductive method the researcher started with observations to make assumptions about the vocabulary level of the students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.1.4 Scientific Method

This method allowed to show the real improvement of the vocabulary level of the students of eighth grade at Escuela de Educación Básica Teodoro Wolf after applying the Teaching Strategies.

3.1.5 Observation Method

This method permitted to find out detailed information about causes and effects of the problem related to the use of Teaching Strategies to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.2 LEVEL OR TYPE OF RESEARCH

Field Research.- It was important and necessary to obtain updated information on the current status of Escuela de Educación Básica Teodoro Wolf, specifically regarding to the implementation of Teaching Strategies to develop vocabulary on students of eighth grade since it was the target population involved in the problem.

Bibliographic Research.- It allowed to search and select scientific-theoretical foundations on the subject of investigation, the main topics listed within the theoretical framework related to Teaching Strategies for Vocabulary improvement were established using this level of research.

Correlational Research.- This method measured the degree of relationship between the stated problem (on students of eighth grade at Escuela de Educación Básica Teodoro Wolf) and the proposal (Teaching Strategies to improve English vocabulary).

Applied Research.- This type of research allowed the implementation of the Teaching Strategies in order to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.3   POPULATION AND SAMPLE

3.3.1   Population

The population of this research was composed by 172 students of the eighth grade from the Escuela de Educación Básica Teodoro Wolf, The Principal (1), teachers (3), and English Language experts (2)

Chart # 1. Population

Nº	Descripción	Quantity	%
01	Principal from Escuela de Educación Básica Teodoro Wolf	1	0,6
02	English Teachers at Escuela de Educación Básica Teodoro Wolf.	3	1,68
03	English Language Experts	2	1,12
04	Students of eighth grade at Escuela de Educación Básica Teodoro Wolf.	172	96,6
TOTAL		**178**	**100 %**

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

3.3.2   Sample

Since the size of the population is manageable, 100 % of the population was studied. Sample size formula was applied.

$$N= \frac{K^2*p*q}{(e^2*(N-1))+k^2*p*q}$$

Where:

n = Sample size	?
N = Population Size	172
p = Possibility in favor of the hypothesis	0.5
q = Possibility against the hypothesis	0.5
e = Margin of error	5
k = Constant	1.15

$$N= \frac{K^2*p*q}{(e^2*(N-1))+k^2*p*q}$$

$$N= \frac{(1.15)^2*0.5*0.5}{(5^2*(172-1))+1.15^2*0.5*0*5}$$

$$N= \frac{1.3225*0.5*0.5}{(25*(171))+1.3225*0.5*0.5}$$

$$N= \frac{1.3225*0.25}{4275+1.3225*0.25}$$

$$N= \frac{0.57826519}{4275.5783} = \mathbf{75}$$

3.4   VARIABLES OPERATIONALIZATION

Independent Variable: Teaching strategies.

Chart # 2. Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Teaching strategies are a mixture of learning activities, instructional methods, and materials that involve learners and appropriately reflect both developments needs of learners and learning goals.	Learning Process Vocabulary learning	Skills Methodological Strategies Tools Technology Audio Video Worksheets	Do you apply strategies and methods for teaching English vocabulary to your students? Which of these strategies do you use in your classes to teach English vocabulary? Do you consider that the application of teaching strategies can help to develop the English vocabulary of your students? Do you agree implementing teaching strategies to develop English vocabulary in this institution?	Interview Survey Video-Camera Students grades

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

Dependent Variable: English vocabulary.

Chart # 3. Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
"**Vocabulary** is known as the entire stock of words belonging to a branch of knowledge or known by an individual".	Teaching strategies Vocabulary skills English vocabulary	Teaching strategies Constructivism Formative and summative Assessment Cooperative Learning	Do your students have a good level of English vocabulary? Do your students enjoy learning vocabulary? Do you consider that your students have developed their English Vocabulary satisfactorily?	Interview Survey

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The following techniques were applied during this research: Observation, Survey and interview.

3.5.1.1 Observation

It was applied directly on students of eighth grade at Escuela de Educación Básica Teodoro Wolf; this technique allowed observing the methodologies and strategies applied in the classes.

3.5.1.2 Survey

This technique was applied to English teachers, and students to collect precise data through direct questions regarding the problem and the proposed solution; it allowed to get results about the advantages and disadvantages of the implementation of teaching strategies to develop English vocabulary on students of eighth grade.

3.5.1.3 Interview

This technique was used to obtain direct information form the Principal of Escuela de Educación Básica Teodoro Wolf, from the first interview it was possible to know the English level of students and its vocabulary, and it was possible to compare the results and to take advantage of its application.

3.5.2   Instruments

3.5.2.1   Camera, video - camera

These instruments were used to capture images and videos in order to reproduce them later and have an evidence of the implementation of English vocabulary using teaching strategies.

3.5.2.2   Notebook

This instrument was used to take notes of the different activities to develop this research.

3.5.2.3   Questionnaire

This document was elaborated with several questions to obtain information about the problem.

3.6   DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart # 4. Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To measure the importance of English vocabulary in the process of leaning.
2. From which people or objects?	Students of eighth grade at Escuela de Educación Básica Teodoro Wolf.
3. About what aspects?	English vocabulary using Teaching Strategies.
4. Who?	Researcher: Washington Teodoro Méndez Yagual
5. To Whom?	Students, teachers and specialists.
6. When?	School year 2015- 2016.
7. Where?	At Escuela de Educación Básica Teodoro Wolf. Santa Elena, Santa Elena Province
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, surveys, and interviews
11. With what?	Questionnaires and camera.

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

3.7   DATA PROCESSING PLAN

Chart # 5. Data Processing Plan

DETERMINATION OF THE SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The low level of vocabulary was determined through surveys directed to students and teachers of eighth at Escuela de Educación Básica Teodoro Wolf; the application of teaching strategies to develop English vocabulary on students was justified.	Once the problem was discovered the investigator started looking for related information at: Books, articles, internet, among others. Besides an interview with the Director of the English Language and teachers at Escuela de Educación Básica Teodoro Wolf.	Once the problem was confirmed at Escuela de Educación Básica Teodoro Wolf, surveys and interview were made (survey for students and interviews for Principal, and experts), this situation was analyzed in order to develop a proposal to solve the stated problem.	Using all the collected data, it was important to involve the teachers of the school and students order to improve the level of vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.	Implementing teaching strategies to improve the English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

3.8   ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1   Interview directed to the Principal

Question 1: Do you consider that English is important in today´s education? Why /Why not?

Interpretation: Master Narriman Palacios De Vera, Director of the Institution said that it is one of the most important issues that they have and that they as an educative institution would like to increase more English but the government does not help with the matter. She is very aware and gives all the opening for the teaching of English and the children will learn every day this language is so important.

Question 2: How do you consider the English vocabulary level and classes in this institution?

Interpretation: The director said that she agreed that English vocabulary level is low in the institution but children assimilate the classes and they learn a lot.

Question 3: Do you consider that vocabulary is important to allow communication in English for learning English? Why / Why not?

Interpretation: The director stated the importance of English in the communication due to it is the first step taken to learn the language and she thinks that it is the main thing to get started in this language.

Question 4: Do you think your English teachers apply correct strategies and methods in their classes? Why / Why not?

Interpretation: The director believed that her teachers apply methods and strategies in the class, they put all that is available to teach this language as she said that it is very important to communicate in another language.

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

Interpretation: The Principal stablished that their students have received English lessons by students from different universities including UPSE University, and she said that students deserve to learn English and not only that they need to practice it.

Question 6: Do you think that students enjoy learning English vocabulary?

Interpretation: She considered that the students really enjoy learning English and she is aware that teachers are dynamic.

Question 7: Do you consider that the application of better strategies could contribute to improve the vocabulary level of your students?

Interpretation: The Principal said of course, the kids need every day a new learning experience to help them to improve English and thus their level of learning is strengthened through better teaching techniques.

Question 8: Would you agree with the implementation of teaching strategies to improve English vocabulary in your institution?

Interpretation: She agreed and she immediately authorized the permission to work with students she knows the students will improve vocabulary to learn English because they really need it.

3.8.2   Interview to specialist: MSc. Leonardo Chávez

Question 1: Do you consider that English is important in today´s education? Why /Why not?

Interpretation: Master Leonardo Chavez, English Teacher at UPSE considers that English is important in today education, because everybody should study English nowadays.

Question 2: How do you consider that the English classes should be?

Interpretation: He considers that English classes should be dynamic, the teacher should apply good strategies, and in addition the teacher should motivate students to participate often in the classroom.

Question 3: Do you think that English teachers apply right strategies and methods in class?

Interpretation: He thinks that some teachers do it, they are good teachers. However, they are going to teach the classes, they understand meaning in the more ways that the teaching English is based just on the book.

Question 4: Why do you think students need vocabulary to improve their English level?

Interpretation: He thinks that vocabulary is one of the first things that students need to learn in order to develop speaking skills, if one student do not have vocabulary how they can develop the speaking skill.

Question 5: Do you think that students enjoy learning in English?

Interpretation: He answered to this question yes, the students supposed to because on every day practice they are supposed to practice not only in the classroom but also they are supposed to practice at home and with whoever they like to practice English, but they need to practice English.

Question 6: Why do you consider that better strategies could contribute students to improve their skills?

Interpretation: They are many strategies in order to improve English skills one of the strategies that they have: we have internet that we need to use, we have listening and they can listen to music in addition they can watch movies in English in this way they can develop the listening the watching something that they like.

Question 7: How can you define a teaching strategy?

Interpretation: He said that a teaching strategy is something that the teacher brings to the classroom.

The teacher will prepare him or herself and in front of the classroom, in front of the students he will present the strategy, that strategy should be using flash cards, writing vocabulary words on the whiteboard, present a power point presentation with difference sceneries.

Question 8: Do you consider that students should have knowledge of English vocabulary and why?

Interpretation: He considered that students definitively are limited to know vocabulary; it helps the students not only to speak fluently but also to write fluently a correct writing next a correct speaking for the student.

Question 9: What strategies do you use to teach English vocabulary in your class?

Interpretation: He mentioned that personally uses power point presentations, that specifically in English in which only punctual words and they with that word the students well reading and will star bringing other words similar to them. They can be antonyms, synonyms and then after that we can start writing some sentences and they will read it out loud the sentences that they had written.

Question 10: What are the advantages of using teaching strategies in the English learning?

Interpretation: He mentioned that there are many advantages, students nowadays are dynamic, they themselves have the power in their cellphones or in the computers about English and if we do not match those strategies they attend the classes that are obsolete and they will not be motivated.

The strategy is very important, in addition to that the teacher needs to change the strategies everyday how they can get the students to pay attention but to be motivated throughout all class participation.

3.8.3   Interview to specialist: MSc. Byron Villacreces

Question 1: Do you consider that English is important today?
Interpretation: Master Byron Villacreces, English Teacher at UPSE thinks that it is absolutely important in order to develop the skills, it prepares to students for the labor market.

Question 2: How do you consider the English classes should be?
Interpretation: He considers that English classes should be very interactive especially to day work, allowing students to develop their skills.

Question 3: Do you think that English teachers apply the right strategies and methods in class?
Interpretation: He thinks that some teachers do adopt the correct strategies while others no.

Question 4: Why do you think students need vocabulary to improve English?
Interpretation: He mentioned that in order to put together sentences that make sense

Question 5: Do you think that students enjoy learning in English?
Interpretation: He answered to this question yes, since it is widely used in the world.

Question 6: Why do you consider that better strategies could contribute students to improve their skills?
Interpretation: He considers that strategies are the key to improving skills since it helps to adjust teaching to meet the demand of students.

Question 7: How can you define a teaching strategy?

Interpretation: He said that a teaching strategy is a delivery method used to achieve learning.

Question 8: Do you consider that students should have knowledge of English vocabulary and why?

Interpretation: He considered that vocabulary is necessary in order to be able to communicate effectively.

Question 9: What strategies do you use to teach English vocabulary in your class?

Interpretation: He mentioned the next:

1. Questions and answers sessions to encourage speaking
2. Synonyms and antonyms to learn similar and opposites.

Question 10: What are the advantages of using teaching strategies in the English learning?

Interpretation: He mentioned that they help to structure teaching to achieve specific results.

3.8.4   Survey directed to students

Question 1: Do you consider English as …………….?

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

Chart # 6. Importance of English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very important	44	59%
Important	29	38%
Unnecessary	2	3%
Useless	0	0%
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 1. Importance of English
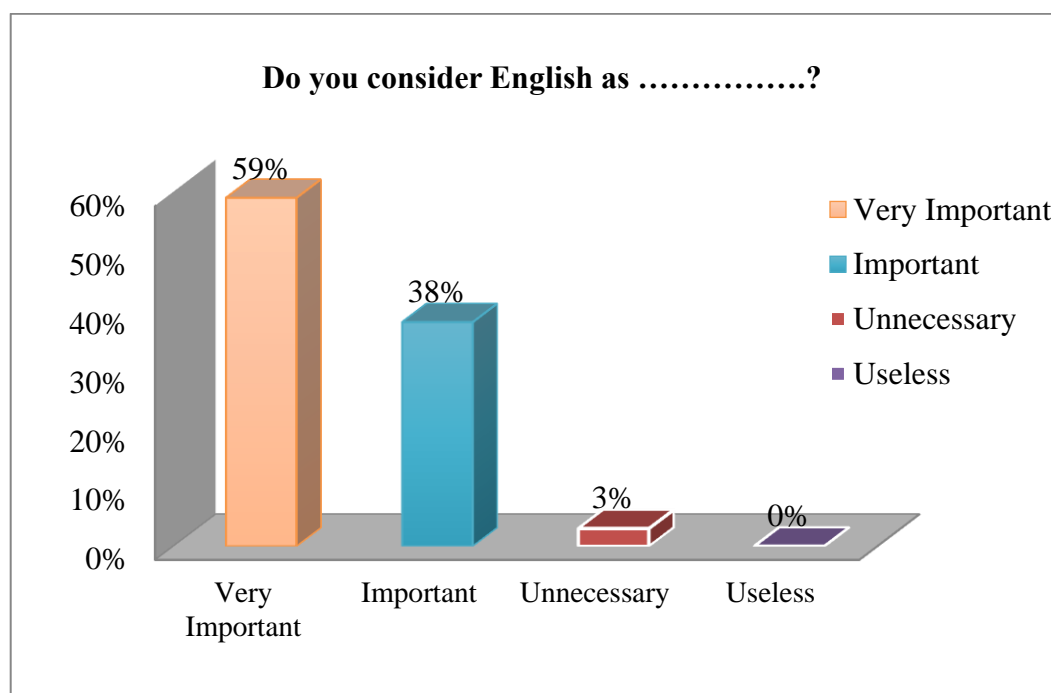
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Most of the students agreed that English is very important within the Teaching - Learning process, twenty- nine students mentioned that English is important, and only two students expressed that it is unnecessary.

Question 2: How do you consider your English classes?

Objective: To identify the opinion of the students about the English classes.

Chart # 7. Interest in English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	40	53%
Interesting	30	40 %
Boring	5	7 %
Very boring	0	0 %
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 2. Interest in English classes
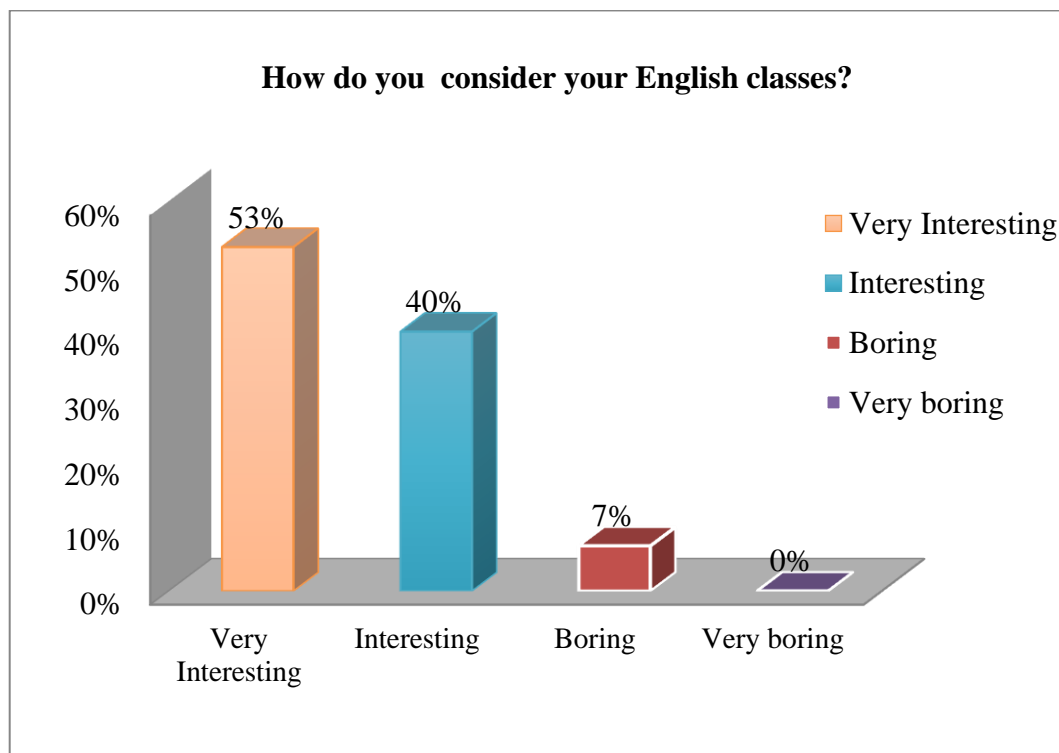
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Most of students agreed that English classes are very interesting a great part of them expressed that it is interesting, five expressed that it is boring.

Question 3: Do you consider that you have developed your English vocabulary satisfactorily?

Objective: To identify the development of English vocavulary on students.

Chart # 8. Development of English vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	26	35%
No	13	17%
Partially	36	48%
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 3. Development of English vocabulary
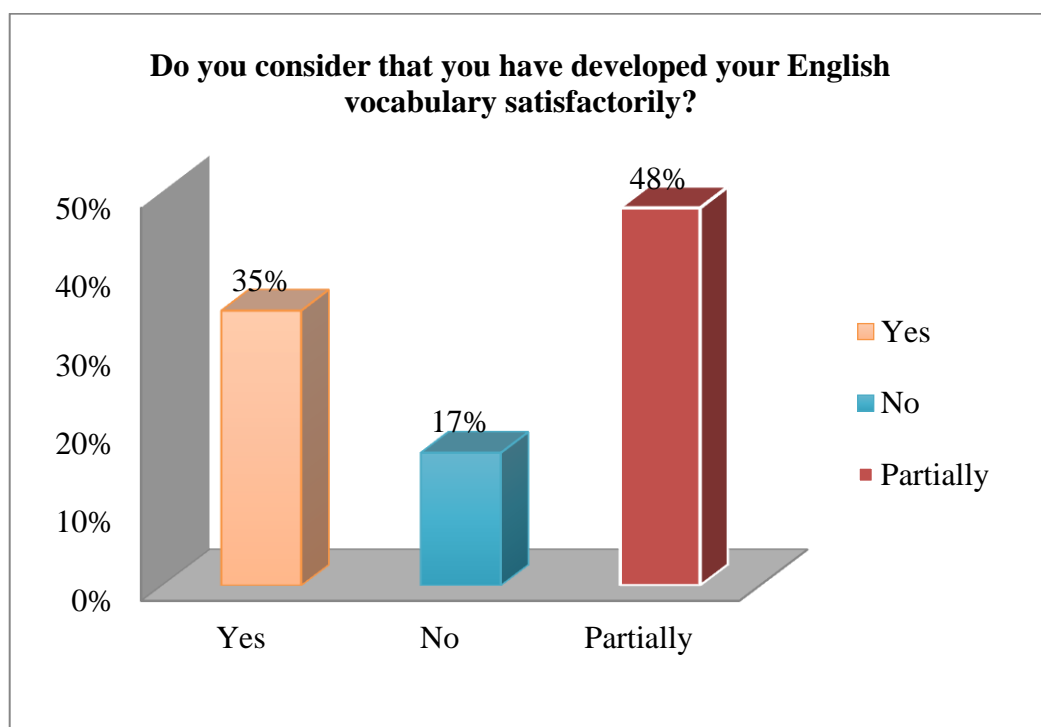
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Only twenty-six students mentioned that they are satisfied with their English vocabulary while most of the students have not been developed satisfactorily their English during the Teaching - Learning English process.

Question 4: Do you think that learning English vocabulary is fun?

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

Chart # 9. Opinion about learning English Vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	27	36%
No	5	7%
Sometimes	43	57%
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 4. Opinion about learning English Vocabulary
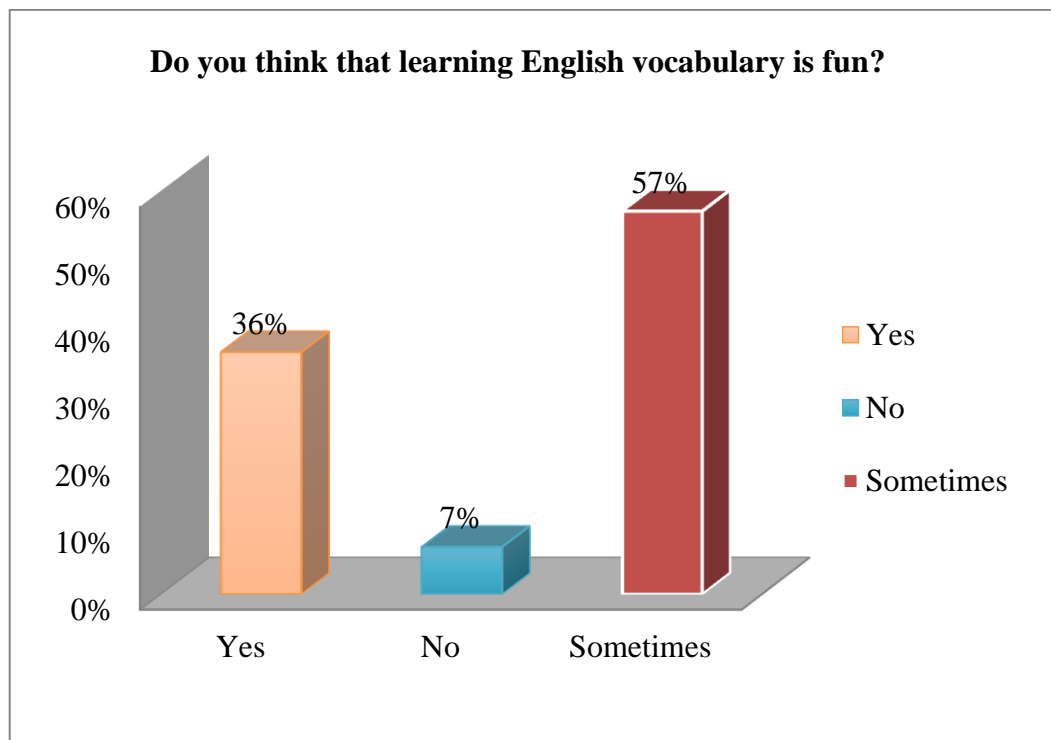
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: More than three quarters of the students agreed that English is fun, some of them mentioned that English is not fun, and the rest said it is sometimes fun.

Question 5: Does your teacher use strategies to teach English vocabulary?

Objective: To identify if teachers use strategies fun teaching Vocabulary.

Chart # 10. Use of Strategies to teach English vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	30	40%
No	6	8%
Sometimes	39	52%
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 5. Use of Strategies to teach English vocabulary
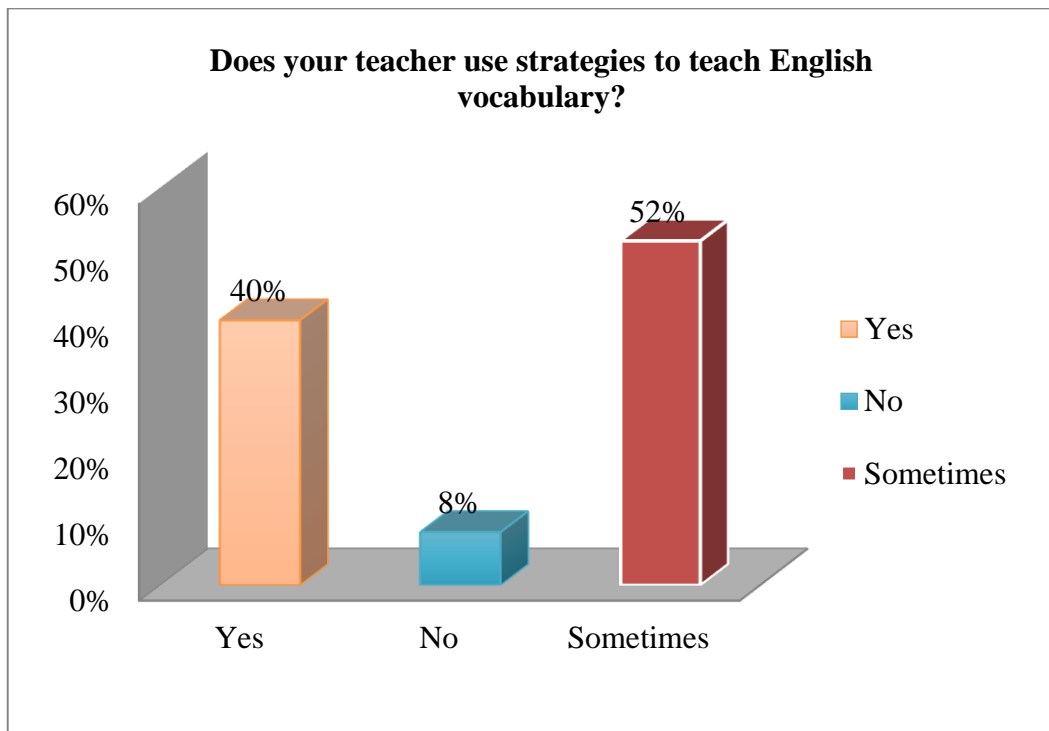
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: More than a quarter of students identified that their teachers use strategies during their learning, while that 8% of the students mentioned that no, the rest of students said that the teacher sometimes use strategies to teach English vocabulary.

Question 6: Do you believe that teaching strategies could help you to improve your English vocabulary?

Objective: To determine the acceptance of teaching strategies for vocabulary.

Chart # 11. Teaching strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	75	100 %
No	0	0 %
Maybe	0	0 %
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 6. Teaching strategies
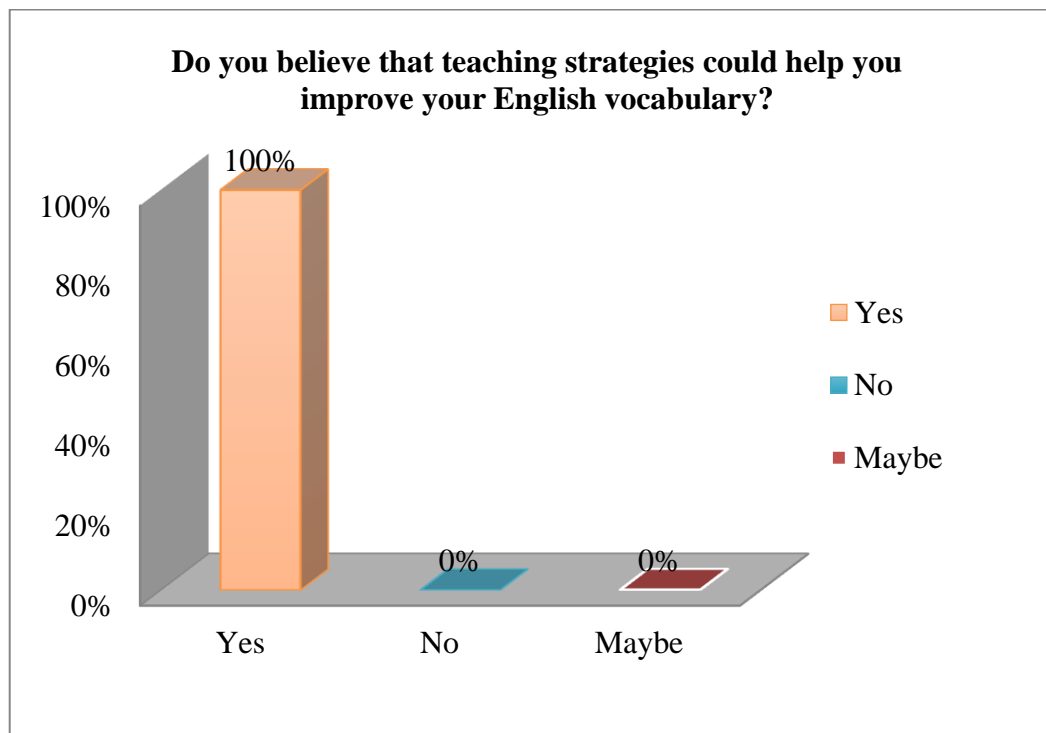
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Most students considered that teaching strategies will develop English vocabulary, and none expressed the opposite.

Question 7: Do you agree with the implementation of teaching strategies to improve your English vocabulary?

Objective: To identify the acceptance of teaching strategies for improving vocabulary.

Chart # 12. Implementation of teaching strategies to improving vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	73	97%
No	0	0%
Probably	2	3%
Total	75	100%

Source: Survey directed to students
Author: Washington Teodoro Méndez Yagual

Graph # 7. Implementation of teaching strategies
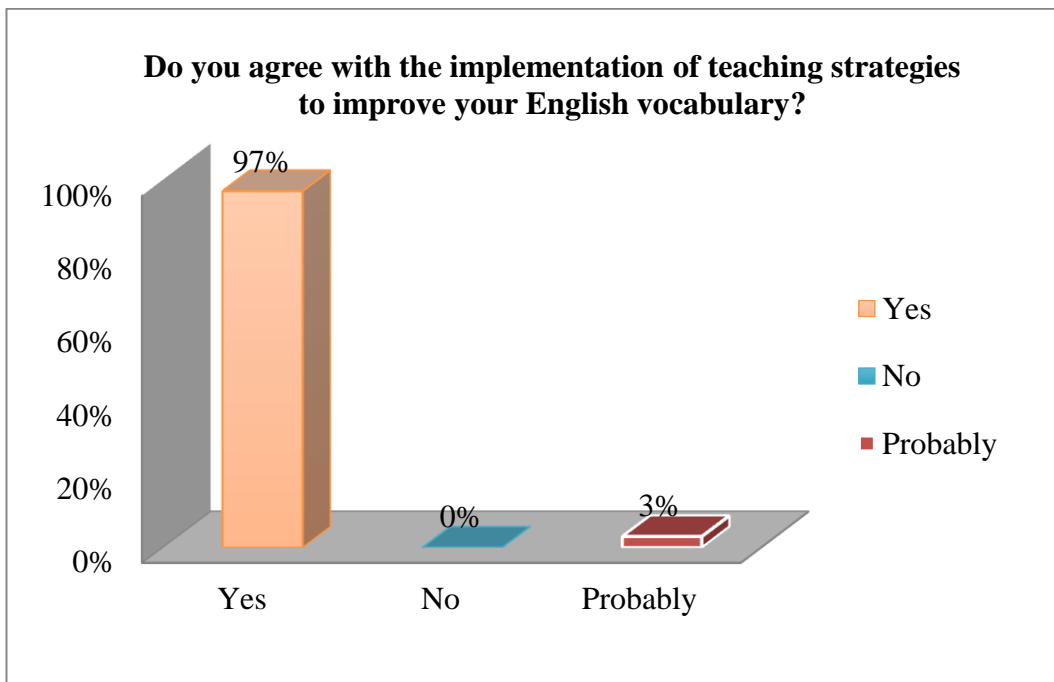
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Most of students agreed that teaching strategies should be implemented only two students mentioned that probably.

3.8.5   Survey directed to teachers

Question 1: How do you consider your English classes?

Objective: To determine the appreciation of the English classes.

Chart # 13. Importance of English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very interesting	1	33%
Interesting	2	67%
Traditional	0	0 %
Boring	0	0 %
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 8. Importance of English classes
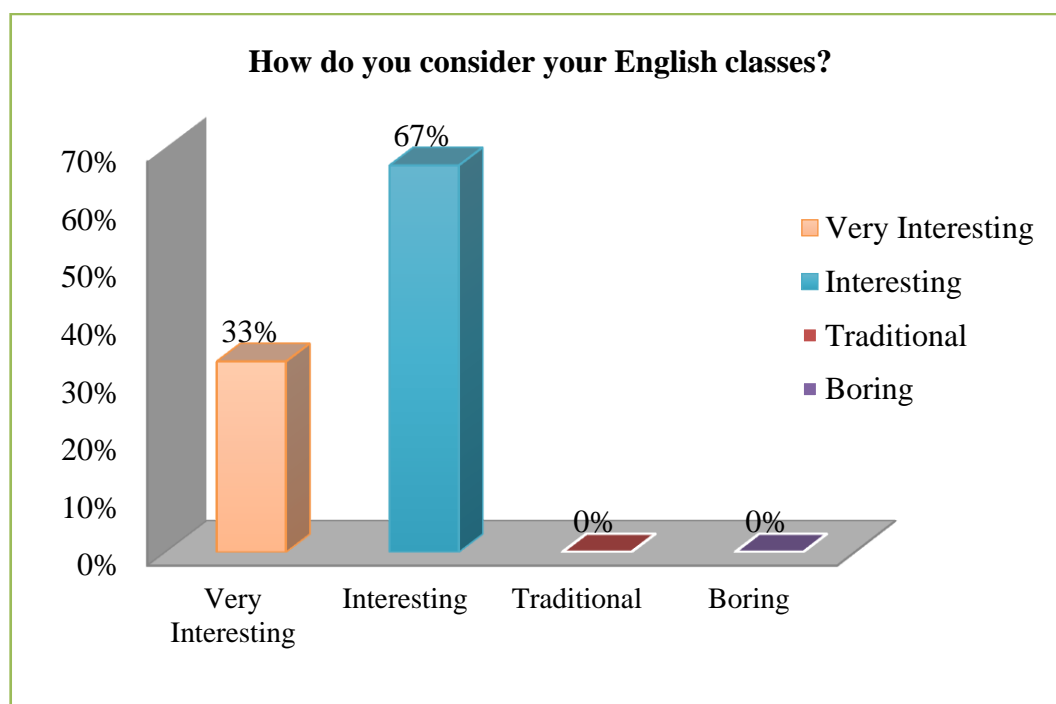
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: One teacher mentioned that English is very interesting, while the rest only said it is interesting.

Question 2: Do you believe that your students have the A.1.1 level according to the National Curriculum Guidelines?

Objective: To determine if the students have the A.1.1 Level.

Chart # 14. English level of the students

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	3	100 %
No	0	0%
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 9. English level of the students
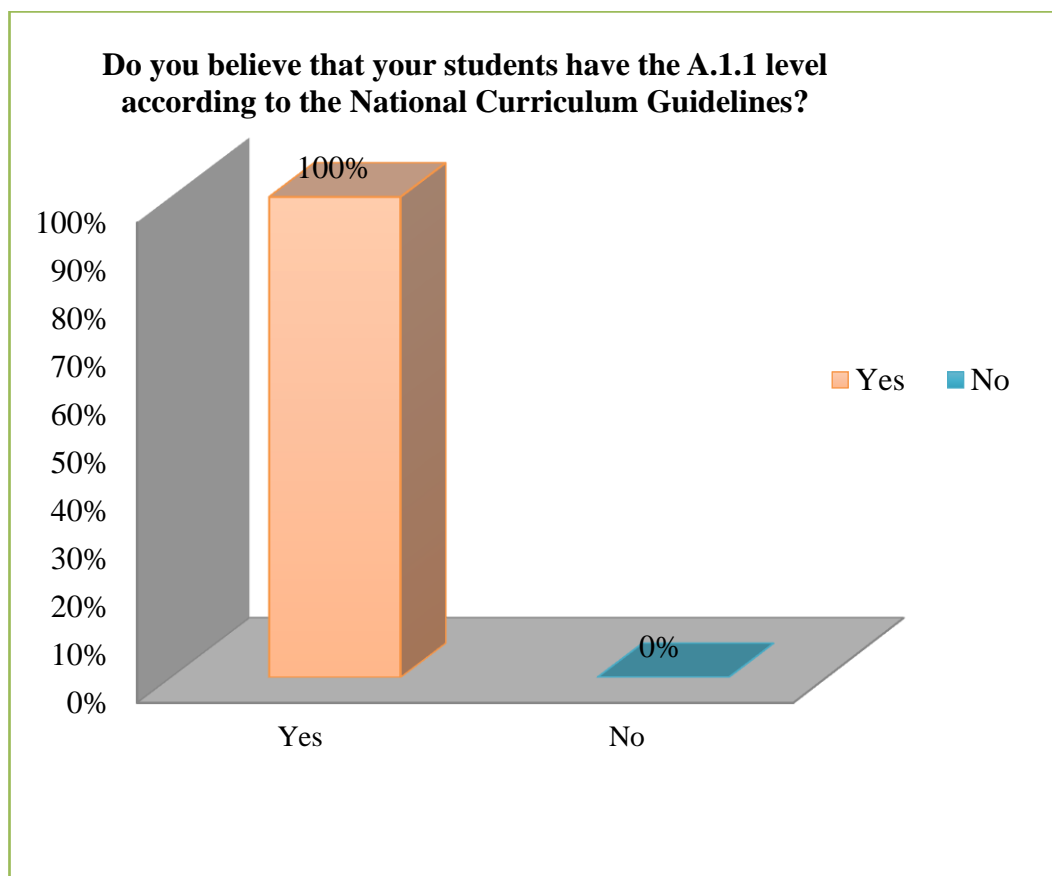
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: All the teachers mentioned that their students have the A.1.1 level of the National Curriculum Guidelines.

Question 3: Do your students have a good level of English vocabulary?

Objective: To identify the level of English vocabulary of the students according to the teachers.

Chart # 15. English vocabulary level on students

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	0	0 %
No	1	33%
Intermediate	2	67%
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 10. English vocabulary level on students
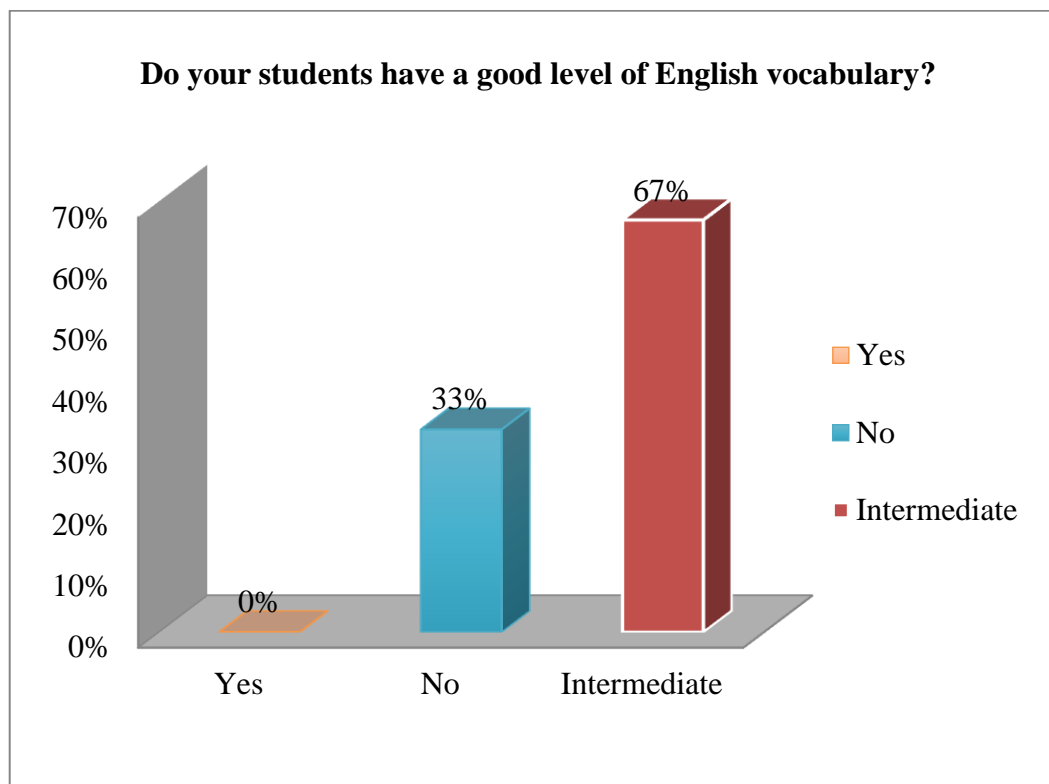
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: One teacher considered that the students do not have a good level of English vocabulary while the rest said that they have an intermediate level.

Question 4: Do your students enjoy learning vocabulary?

Objective: To determine the acceptance of learning vocabulary.

Chart # 16. Acceptance

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	2	67%
Agree	1	33%
Disagree	0	0 %
Totally disagree	0	0 %
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 11. Acceptance
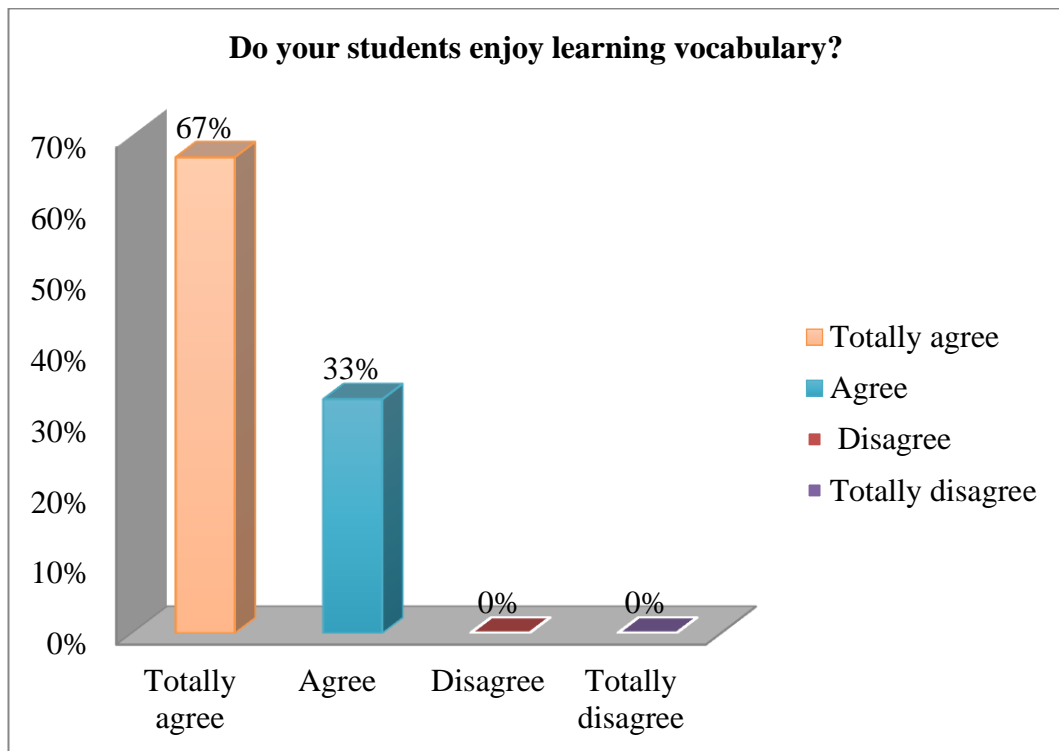
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: A few teachers totally agreed that the students enjoy learning vocabulary, and one of them answered just agreed.

Question 5: Do you consider that your students have developed their English vocabulary satisfactorily?

Objective: To determine the development of English vocabulary.

Chart # 17. Development of English vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	1	33%
No	0	0 %
Partially	2	67%
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 12. Development of English vocabulary
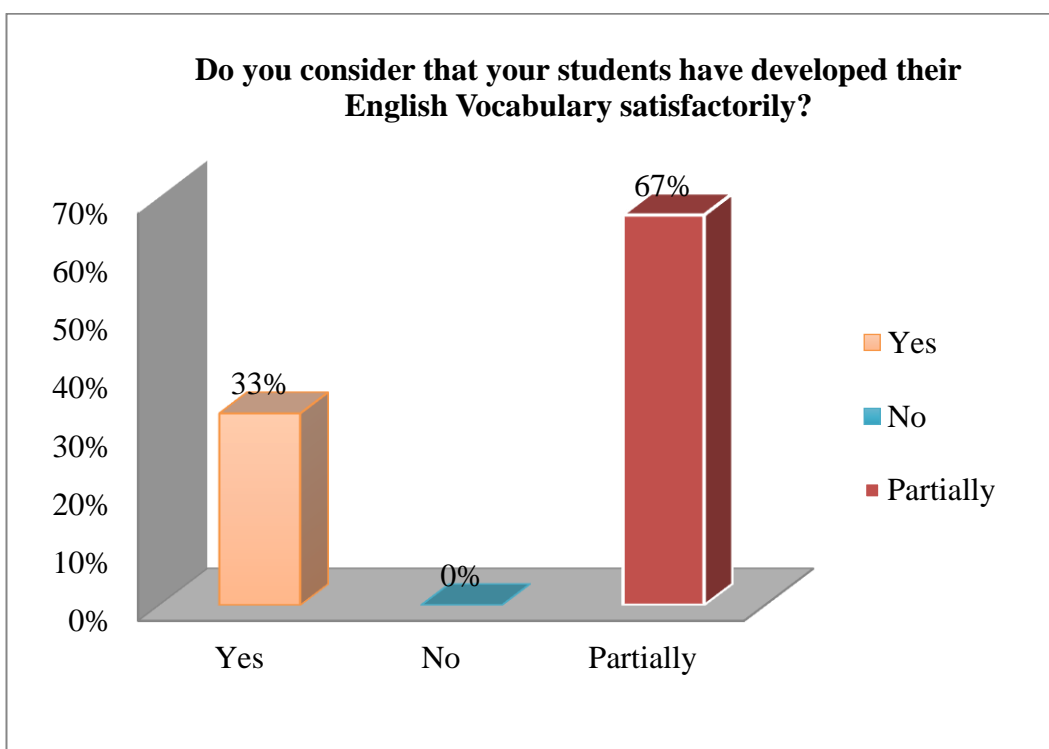
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: Only one teacher mentioned that her students have developed their English vocabulary while the rest said that their students have partially developed it.

Question 6: Do you apply strategies and methods for teaching English vocabulary to your students?

Objective: To determine if the teachers apply strategies and methods for teaching English vocabulary.

Chart # 18. Strategies and methods for teaching

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	3	100 %
No	0	0 %
Sometimes	0	0 %
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 13. Strategies and methods for teaching
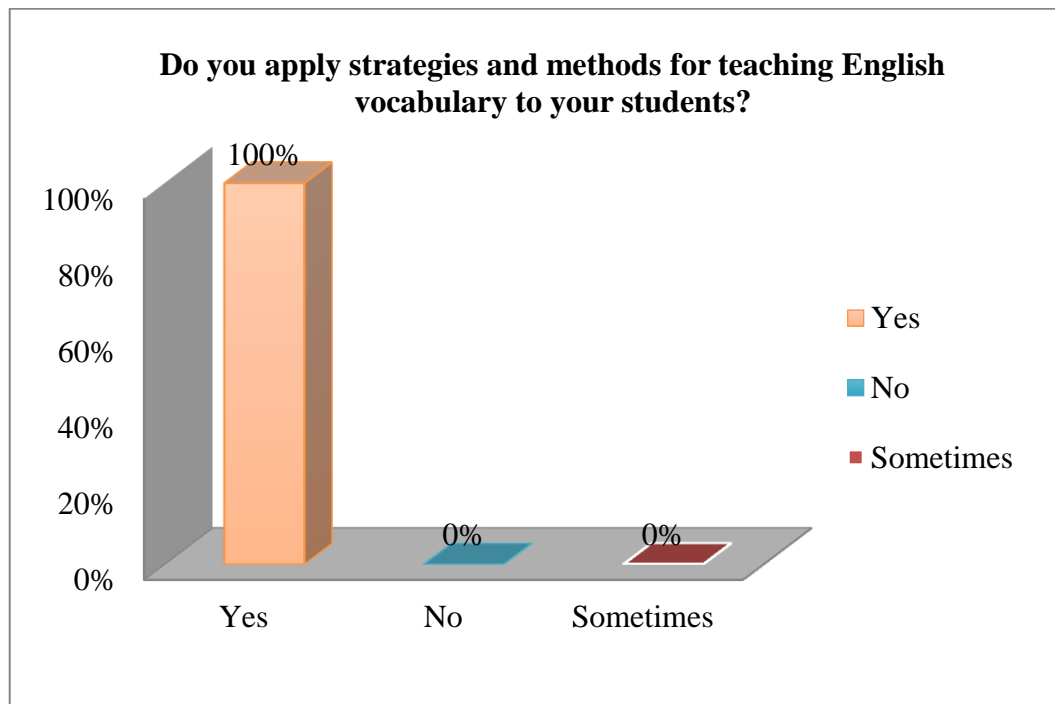
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: All teachers considered that the use methods and strategies to teach their students English vocabulary.

Question 7: What of these strategies do you use in your classes to teach English vocabulary?

Objective: To determine what kind of strategies are used for the teachers where teaching English vocabulary.

Chart # 19. Strategies used in classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Word maps	0	0 %
Dramatization	2	67%
Drawings	3	100%
Flashcards	3	100%
Root analysis	0	0 %
Pictures	3	100%
Realia	0	0 %
Word parts	0	0 %
Others	1	33%
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 14. Strategies used in clases
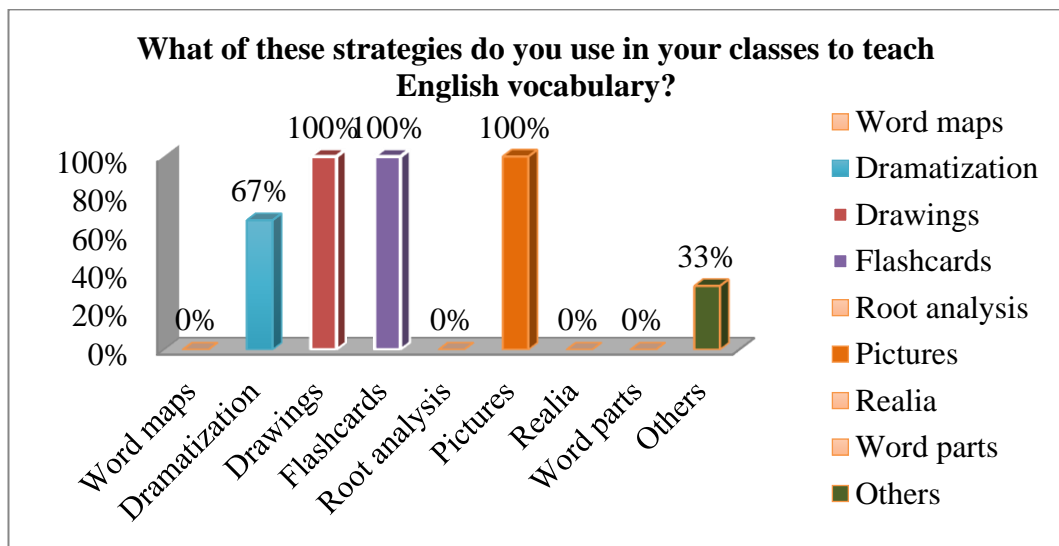
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: All the teachers mentioned the use of only three of all strategies considered in the survey and two of them said that they use dramatization too.

Question 8: Do you consider that the application of strategies can help to develop the English vocabulary of your students?

Objective: To determine the level of acceptance of the teachers for the application of strategies to develop English vocabulary.

Chart # 20. Application of teaching strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	3	100 %
No	0	0 %
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 15. Application of teaching strategies
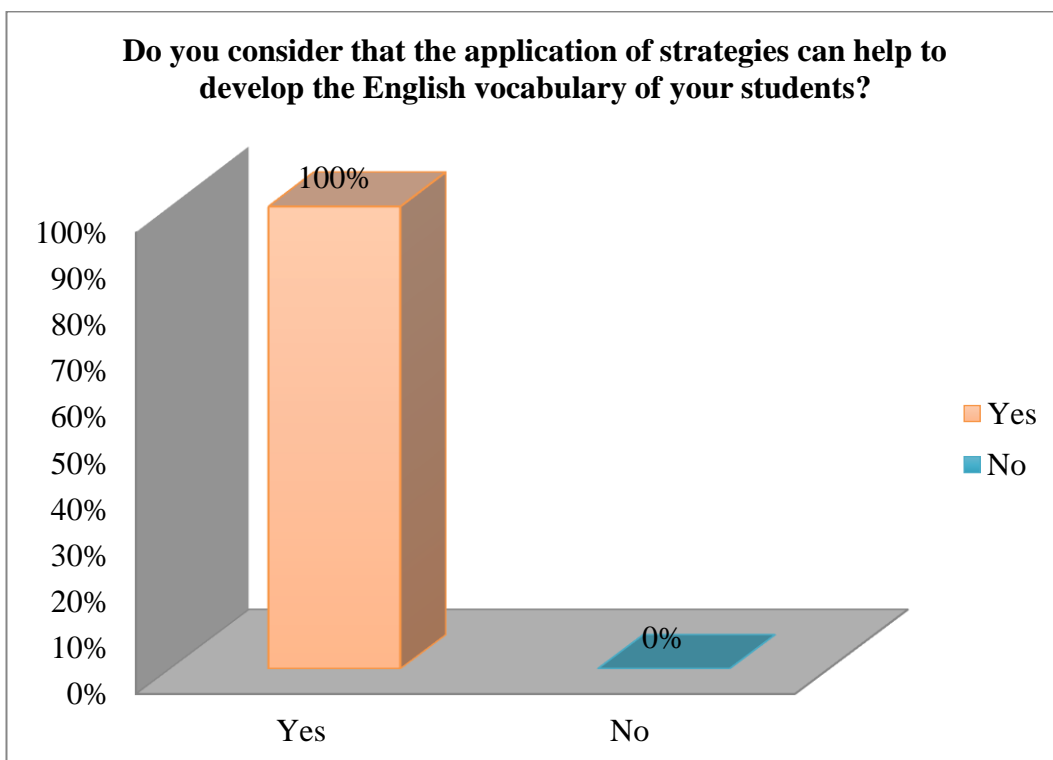
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: All teachers considered that their students would like to participate in the development of English vocabulary through teaching strategies.

Question 9: Do you agree with the implementation of teaching strategies to develop English vocabulary in this institution?

Objective: To determine the level of acceptance to implement the teaching strategies.

Chart # 21. Implementation of teaching strategies

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	3	100 %
No	0	0 %
Maybe	0	0 %
Total	3	100%

Source: Survey directed to teachers
Author: Washington Teodoro Méndez Yagual

Graph # 16. Implementation of teaching strategies in the Institution
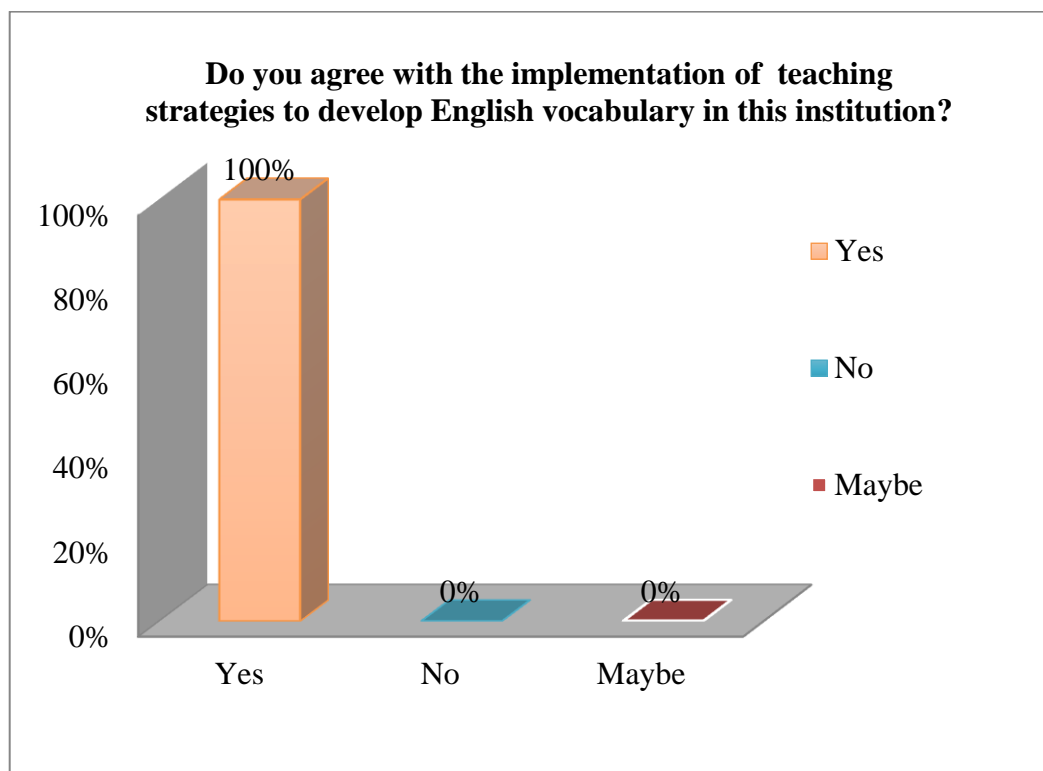
Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual.

Interpretation: All teachers would like to apply teaching strategies to develop English vocabulary during their classes.

3.8.6   Results chart- students

Chart # 22. Survey to the Students

No.	Questions	Very important		Important		Unnecessary		Useless		Total	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you consider English as ……………..?	44	59	29	38	2	3	0	0	75	100
2	How do you consider your English classes?	Very interesting		Interesting		Boring		Very boring		Q	%
		40	53	30	40	5	7	0	0	75	100
3	Do you consider that you have developed your English vocabulary satisfactorily?	Yes		No		Partially				Q	%
		26	35	13	17	36		48		75	100
4	Do you think that learning English vocabulary is fun?	Yes		No		Sometimes				Q	%
		27	36	5	7	43		57		75	100
5	Does your teacher use strategies to teach English vocabulary?	30	40	6	8	39		52		75	100
6	Do you believe that teaching strategies could help you to improve your English vocabulary?	Yes		No		Maybe				Q	%
		75	100	0	0	0		0		75	100
7	Do you agree with the implementation of teaching strategies to improve your English vocabulary?	Yes		No		Maybe				Q	%
		73	97	0	0	2		3		75	100

Source: Escuela de Educación Básica Teodoro Wolf

Author: Washington Teodoro Méndez Yagual

3.8.6.1 Analysis of results - students

Results showed that 59% of students considered English as very important, 38% considered it as important. 53% of students considered that the English classes are very important and 40% considered them as important. 40% of students were totally agreed that teachers apply some strategies to teach English vocabulary in the class.

17% of students considered that they have not developed their English vocabulary satisfactorily, 35% expressed that they have developed English vocabulary 36% of students mentioned that learning English vocabulary is fun.

100% of students considered that teaching strategies could help them to improve their English vocabulary. 97% of students agreed with the implementation of teaching strategies to improve their English vocabulary level.

Finally 100% of students showed their acceptance to improve their English vocabulary.

3.8.7   Analysis of results chart- teachers

Chart # 23. Analysis of results chart- teachers

No	Questions	Very interesting		Interesting		Traditional		Boring		Boring	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you consider your English classes?	1	33	2	67	0	0	0	0	3	100
2	Do you believe that your students have the A.1.1 level according to the National Curriculum Guidelines?	Yes		No						Q	%
		3	100	0	0					3	100
3	Do your students have a good level of English vocabulary?	Yes		No		Intermediate				Q	%
		0	0	1	33	2		67		3	100
4	4 Do your students enjoy learning vocabulary?	Totally agree		Agree		Disagree		Total disagree		Q	%
		2	67	1	33	0	0	0	0	3	100
5	Do you consider that your students have developed their English vocabulary satisfactorily?	Yes		No		Partially				Q	%
		1	33	0	0	2		67		3	100
6	Do you apply strategies and methods for teaching English vocabulary to your students?	Yes		No		Sometimes				Q	%
		3	100	0	0	0		0		3	100
7	What of these strategies do you use in your classes to teach English vocabulary?	Word maps	Dramatization	Drawings	Flashcards	Root analysis	Pictures	Realia	Word parts	Q	%
		0 / 0	2 / 67	3 / 100	3 / 100	0 / 0	3 / 100	0 / 0	0 / 0	3	100
8	Do you consider that the application of strategies can help to develop the English vocabulary of your students?	Yes		No						Q	%
		3	100	0	0					3	100
9	Do you agree with the implementation of teaching strategies to develop English vocabulary in this institution?	Yes		No		Maybe				Q	%
		3	100	0	0	0		0		3	100

Source: Escuela de Educación Básica Teodoro Wolf

Author: Washington Teodoro Méndez Yagual

3.8.7.1 Analysis of results – teachers

Results showed that 33% of teachers considered English classes as very interesting. 67 % expressed that the English classes are only interesting. 100 % agreed that they sometimes apply strategies and methods in class.

33% of teachers agreed that their students have developed their English vocabulary satisfactorily, 67% answered partially and 67% considered that students enjoy learning vocabulary in classes and 33% agreed.

100% of teachers totally agreed that better strategies could help their students to develop English vocabulary. 100% considered that the implementation of teaching strategies could contribute that their students to develop English vocabulary.

Finally, 100% of teachers are willing and want to use teaching strategies to develop English vocabulary in their students.

3.9   CONCLUSIONS AND RECOMMENDATIONS

3.9.1   Conclusions

1. The use of teaching strategies will develop the English learning process especially English on students of eighth grade.

2. Teachers and students considered that better teaching strategies could develop their English.

3. The Principal, teachers and students supported the implementation of teaching strategies at at Escuela de Educación Básica Teodoro Wolf, Santa Elena, Santa Elena Province, 2015-2016.

3.9.2   Recommendations

1. It is recommended to implement the use of teaching strategies to develop the level of vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

2. Teachers should consider the implementation of teaching strategies to develop English vocabulary in their students in other courses.

3. It is recommended that the Principal, teachers and students implement other strategies to develop vocabulary at Escuela de Educación Básica Teodoro Wolf.

CHAPTER IV

4   THE PROPOSAL

4.1   INFORMATIVE DATA

Title of proposal

IMPLEMENTATION OF TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016.

Location: Santa Elena, Santa Elena Province.

Illustration # 6. Map of Santa Elena, Province and City

Source: https://www.com/search?q=santa+elena+ecuador+map&tbm=isch&tbo

Illustration # 7. Location of "Escuela de Educación Básica Teodoro Wolf"
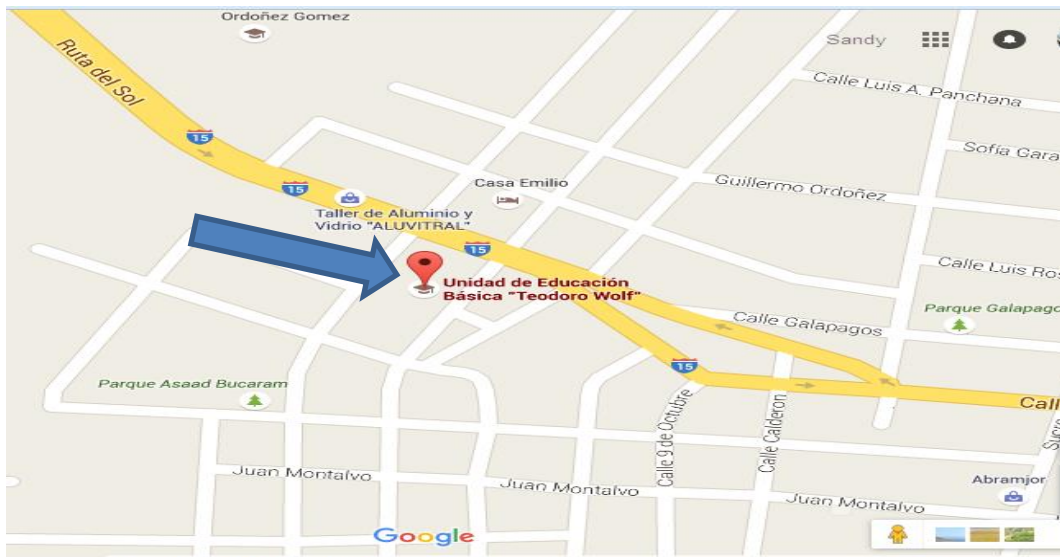
Source: https://www.google.com/maps/place

Illustration # 8. "Escuela de Educación Básica Teodoro Wolf"

Source: https://www.google.com/maps/@-2.22246

After analyzing the results of the investigation and observing the conclusions and recommendations of them, a set of teaching strategies are proposed, a diagnostic test was taken at the beginning of the project in order to obtain information for the base line, the next phase was the implementation of the proposal and at the end another test was taken in order to quantify results.

The direct and indirect beneficiaries for the proposals were:

Chart # 24. Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
"Escuela de Educación Básica Teodoro Wolf"	Eighth grade Students	**75**
	Teachers	**3**
	Principal	**1**
TOTAL		**79**

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

Estimated time for execution

3 Months

Responsible

Author: Washington Méndez Yagual

Advisor: Ing. Xavier Almeida Briones MSc.

Budget

$ 1.414.5 (American dollars)

4.2 FEASIBILITY

This proposal was feasible because it has the support of the Principal of the institution MSc. Narriman Palacios de Vera, who decided to cooperate with the development and application of this project. It also accounted with human, financial, and academic resources, as well as the collaboration and participation of students, parents and English teachers.

4.3 PROPOSAL BACKGROUND

This proposal is an answer to the low level of vocabulary detected in several courses while doing teaching observation during the academic year 2013 -2014 at Escuela de Educación Básica Teodoro Wolf in which the students evidenced a deficiency in the English vocabulary, due to the inconsistence of the use of the official book, to the limited number of English classes per week, and few strategies to learn English.

For these reasons the author of this research paper decided to propose a set of teaching strategies for the students of eighth grade at Escuela de Educación Básica Teodoro Wolf to develop and increase their vocabulary during the academic year 2015 – 2016.

4.4 SIGNIFICANCE

The proposal "Implementation of teaching strategies to develop English vocabulary on students of eighth grade at Escuela de Educación Básica Teodoro Wolf, Santa Elena, Santa Elena Province, 2015-2016" attempts to develop vocabulary skills on students of this institution applying a set of activities and strategies that will contribute to enhance an important sub ability in language acquisition

This work was designed with approaches to teach vocabulary in a didactic and entertaining way, based on the vocabulary content approved by the Ecuadorian Ministry of Education Curriculum. The application of teaching strategies to develop English vocabulary will also contribute on students of eighth grade in the following ways:

a.   Improvement of the English teaching process.
b.   Increase in the motivation of students to enjoy their English classes.
c.   Enhancement of their English Vocabulary.

d.   Implementation of material that can be shared and applied didactically.

4.5   OBJECTIVES

General Objective:

To develop English vocabulary through a set of teaching strategies on students of Eighth grade at Escuela de Educación Básica "Teodoro Wolf".

Specific Objectives:
1.   To identify strategies to teach English vocabulary.
2.   To selet the appropiate teaching strategies to strengthen vocabulary.
3.   To design activities using teaching strategies to improve vocabulary on students of Eighth grade at Escuela de Educaciòn Bàsica Teodoro Wolf.

4.6   DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.6.1   What is a strategy?
It is a group and a mixture of methods, instructions, materials and activities that involve to learners development and accomplishment of goals.
This proposal will provide different strategies to develop English vocabulary and scaffolding for students as they learn new words.

Illustration # 9. Teaching strategies

Source: http://www.guggenheim.org/…chingStrategies_490w.jpg

4.6.2 Effective strategies for Teaching Vocabulary

There are some strategies that can be used to teach vocabulary:

1. **Keyword Method / definitions**

A "word clue" or keyword can be used as a part of a definition, an illustrative example or image that makes students connect and create a cognitive relation to the word.

Illustration # 10. Keyword method
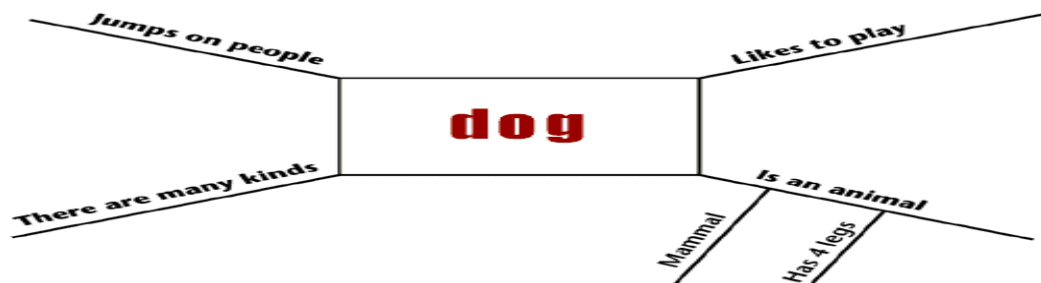
Source: http://www.readingrockets.org/article/making-it-stick-memorable-

2. **Word Maps**

They are useful to create scaffolding. Word maps contribute that learners develop comprehension of words. "The Word Mapping strategy, is a useful approach to teach vocabulary engaging students to word relationships" (Graves M. , 2008).

Illustration # 11. Word map

Source: http://search.iminent.com/esES/search/#q=word%20map%20strategy
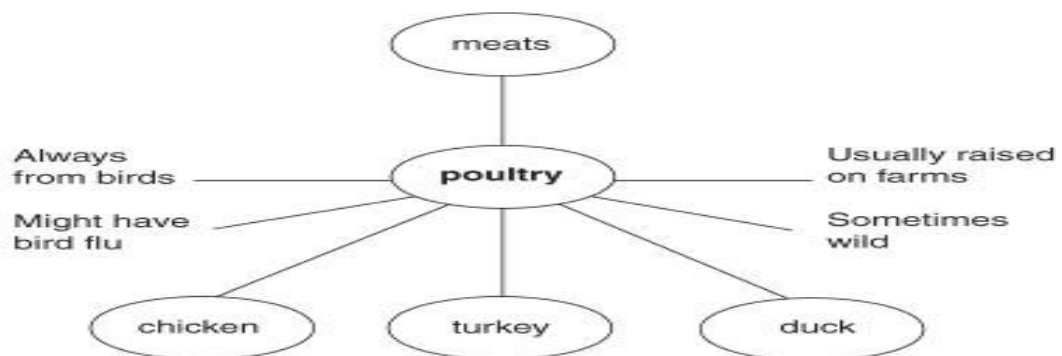
3. Dramatization and mimics

Dramatizations make the learning process easier. Most words can be mimed and demonstrated.

Illustration # 12. Dramatization and mimics

Source: http://c586412.r12.cf2.rackcdn.com/novweek1.jpg

4. Pictures and Drawings

They explain the meaning of things, actions, and can be used to show meaning in a sentence.

Illustration # 13. Pictures and drawings

Source: http://www.dailymotion.com/video/x2zigkh

5. Flashcard

A flashcard or flash card is a set or group of cards that bears numbers, pictures information, used for drills or for self-study. Flashcards can bear vocabulary, numbers, pictures and they are used as a learning drill to memorize information.

Illustration # 14. Flashcards

Source: http://singaporemotherhood.com/forum/threads/animal-4d-flashcards

6. Puzzles

A puzzle is a game or problem that tests knowledge. They are different kinds of them crossword puzzles, word-search puzzles, number puzzles, or logic puzzles. Puzzles are a form of entertainment and often need the recognition of patterns or words.

Illustration # 15. Puzzles

Source: http://dottech.org/172579/how-to-convert-photos-into-puzzles-online-tip/
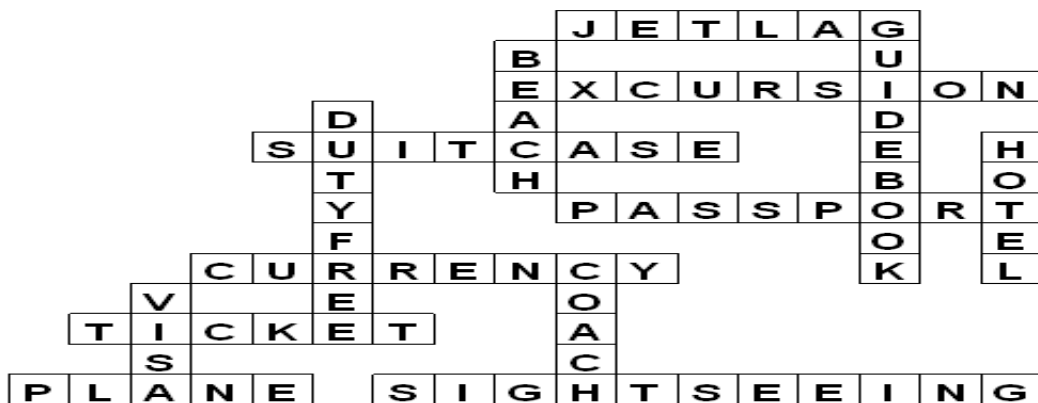
7. Game

It is a structured a form of playing used for enjoyment that can be used as an educational tool.

Illustration # 16. Games

Source: http://katienovakudl.com/udlnow/chapter-7-best-ways-teach-vocabulary/
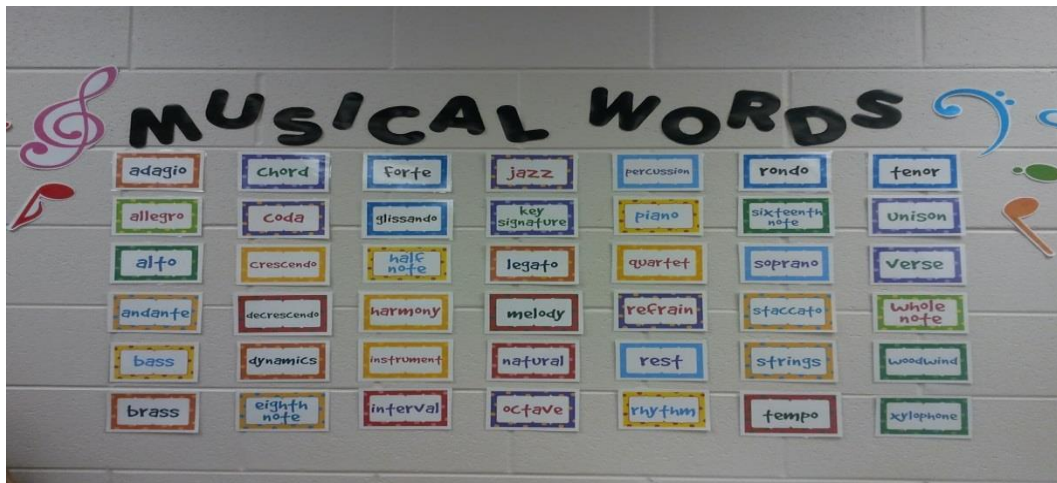
8. Posters

They are pieces of printed paper that includes both text and graphic elements, to be attached to a wall. They are a frequent tool of advertisers, musicians and films, posters are designed for eye-catching and to be informative. Posters may be used for many purposes and education is one of them specially to attract the attention of the student.

Illustration # 17. Posters

Source: http://busyteacher.org/9842-clothes-classroom-poster.html

9. Realia

Real objects are useful and effective way to show meaning practically. Realia are things and objects from real life used for classroom instruction to enhance the comprehension of the students and understanding used in language teaching to associate words of real life.

Illustration # 18. Realia

Source: http://educationaltechnologyyurriola.blogspot.com

4.6.3   Seven Steps to present vocabulary:

According to Calderon (2011) there are seven steps to present vocabulary, these are:

Chart # 25. Steps to present vocabulary

PRESENT: Teacher says and shows the word.	Say and display the word on a notecard or sentence strip or on the Board. (I usually include a visual aid.)
REPEAT: Say "a word" three times.	Students say the word three times. Here you can jazz it up by having students shout, whisper, look at their partners and/or use gestures that illustrate the word.

CONTEXTUALIZE: The teacher reads and shows the word in a sentence (context) from the text.	Example: Although many species manage to survive such extreme…
DEFINE: The teacher gives the dictionary or a glossary definition(s).	(1) Succeed in going something difficult; (2) To be in charge of, to run: manage a company.
EXPLAIN: The teacher explains the meaning with student friendly definitions and/or gives an example that students can relate to. Students friendly definitions can be found on any dictionary or an online dictionary.	Student friendly definition: www.webster online dictionary Example: I managed to lose ten pounds by exercising.
ENGAGE: The teacher engages all of the students in an activity to orally use or own the word and concept.	Think-pair-share: What have you managed well recently?
ANALYZE: The teacher highlights an aspect of the word that might create difficulty or points out a known phoneme, prefix, suffix, etc.	**Manage** is a polysemous word. **Manejar** is the cognate in Spanish.

4.6.4   A set of teaching strategies to develop English vocabulary on students of Eighth grade

The author of this research paper designed a set of strategies that allowed to develop English vocabulary on students of eighth grade at Escuela de Education Básica Teodoro Wolf.

Two strategies were applied during the regular classes and during the teaching learning process with the guidance of English teaching area of the institution and the author of the research paper.

The content of the book "English level 1" is shown in the following chart focused on the vocabulary skills divided on units in order to have a better idea of the activities that were implemented.

Chart # 26. Content of activities

Units	Vocabulary Content	Strategies
One	**Cardinal Numbers** 21-100	Digital flashcards bingo
	Occupations Actor, movie director, talk show host, author, singer.	Digital Flashcards Mimics
Two	**Things for teens** Cell phone, Skateboard, Mp3Player, Computer, DVDs, DVD Player, Video, games, Television, Magazines.	Pictures Realia
	Prepositions of place In, on, at, under behind, above, in front of	Posters
Three	**Countries and Nationalities** American, Australian, Brazilian, British, Canadian, Chinese, Colombian, Costa Rican, Finnish, Japanese, Korean, Lebanese, Mexican.	Matching game
Four	**Ordinal Numbers** 1st – 21 st	Game Matching game Plane game
Five	**Family members** Grandmother, grandfather, mother, father, aunt, uncle, sister, brother, cousin	Video the Simpsons family
	Adjectives for physical description	Mapping
Six	**Ways of expressing likes and dislikes**	Mapping

Source: English Level one
Author: Washington Teodoro Méndez Yagual

4.6.5   Activities

4.6.5.1   Set of activities to develop vocabulary

ACTIVITIES TO DEVELOP VOCABULARY

ACTIVITY # 1

Objective: To recognize   cardinal numbers from 21 to 100
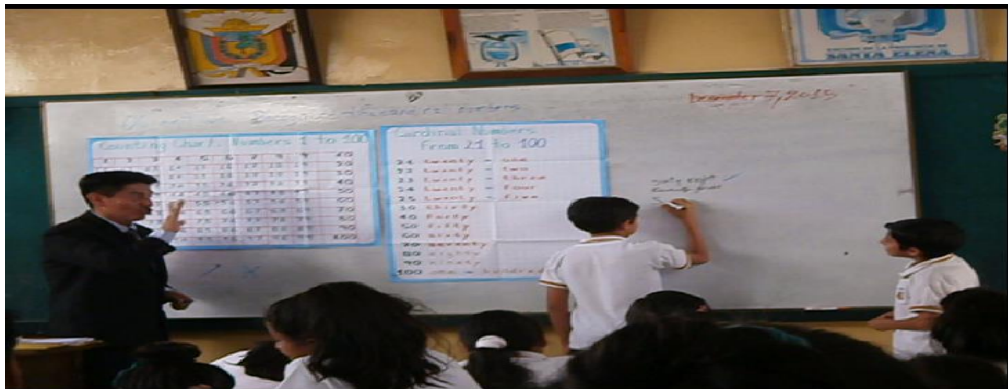
Cardinal numbers

Source: Escuela de Educación Básica Teodoro Wolf

| **Activity:** Choose the right option | **Time:** 20 minutes |
| | **Students:** Eighth Grade |

Instructions:

✓ Teacher pre teaches cardinal numbers from 21 to 100 using digital flashcards.

✓ Drills and pronounce three times

✓ Spell the most common numbers

✓ The teacher engages all of the students in a game to check comprehension.

| **Strategy:** Digital Flashcards | **Strategy to evaluate:** Racing game |

WORKSHEET

CARDINAL NUMBERS

Chose the right option

1. a. twenty –six b. thirty - six c. twenty - three **23**	2. a. twenty – one b. thirty – one c. forty - one **31**	3 a. Forty - three b. Forty – three c. Forty - six **46**	4. a. fifty - eight b. seven c. fifty - seven **57**
5. a. Fifty-two b. sixty-six c. sixty - two **62**	6. a. seventy - six b. seven c. seventy **76**	7. a. twenty - four b. eighty – four c. forty - four **84**	8. a. ninety – nine b. nineteen c. sixty nine **99**
9. a. eighty – two b. twenty – two c. two **82**	10. a. thirty – two b. twenty c. twenty - two **22**	11. a. forty – four b. thirty – four c. fourteen **34**	12. a. fifty – two b. forty – four c. forty - two **42**
13. a. fifty – nine b. eighty – eight c. fifty - eight **58**	14. a. seventy – seven b. eighty – seven c. eighty - two **87**	15. a. seventy – eight b. sixty – six c. sixty - eight **68**	16 a. fifty – five b. seventy – five c. sixty - five **75**
17. a. eighty – three b. seventy – three c. ninety - three **93**	18 a. seventy - nine b. sixty – nine c. eighty - nine **79**	19. a. thirty – seven b. forty – seven c. seven **47**	20. a. thirty – six b. thirty – seven c. twenty - six **36**
21. a. fifty – two b. forty – four c. fifty - four **54**	22. a. fourteen b. twenty – four c. twenty - six **24**	23. a. thirty – eight b. twenty c. thirty -six **38**	24. a. fifty – one b. sixty – one c. sixty - nine **61**

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 2

Objective: To recognize   cardinal numbers from 21 to 100.

Cardinal numbers

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Mark the correct number	**Time:** 20 minutes **Students:** Eighth Grade

Instructions:

- ✓ Teacher pre teaches cardinal numbers from 21 to   100 using digital flashcards.
- ✓ Drills and pronounces three times
- ✓ The teacher engages all of the students in a game to check comprehension
- ✓ Show Students how to make a Bingo card on a sheet of paper with 20 spaces.
- ✓ Students fill in their bingo cards with numbers from 21 to 99.

Strategy: Game	**Strategy to evaluate:** Bingo

ACTIVITY # 3

Objective: To describe occupations

Occupations

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Guess the occupation	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches occupations using flashcards with famous people and their occupation.
- ✓ Drills and pronounces three times
- ✓ Spell the most common occupations
- ✓ The teacher engages an evaluate students making them participate using matching game and students guess the occupation.

Strategy: Flashcards	**Strategy to evaluate:** Matching game

WORKSHEET

OCCUPATIONS

Taxi driver	Actor	Director	talk show host
chef	singer	tennis player	athlete
Football player	teacher	firefighter	nurse
reporter	doctor	carpenter	president
Dentist	Policeman	Waiter	pilot

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 4

Objective: To identify occupations in our community

Job work puzzle

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Guess the occupation	**Time:** 15 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches occupations using a job work puzzle.
- ✓ Drills and pronounces three times
- ✓ Spell the most common occupations
- ✓ The teacher engages an evaluate students making them participate using mimics and students guess the occupation.

Strategy: Digital flashcards	**Strategy to evaluate:** Mimics and job work puzzle

ACTIVITY # 5

Objective: To describe things used by teenagers

Things for teenagers

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Order the words	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

✓ Teacher pre teaches vocabulary things used by teenagers

   (cell phone, mp3 player, magazines, camera, etc.)

✓ Drills and pronounces three times

✓ Spell them

✓ The teacher engages an evaluate students making them order words.

Strategy: Magazine pictures and Realia	**Strategy to evaluate:** Unscramble the word

WORKSHEET

THINGS FOR TEENAGERS

EXAMPLE: **TELABT**

___**TABLET**___

CERAMA

_____

M3P PELRAY

_____

PLAPOT

_____

MEGIAZNAS

_____

DDV PELRAY

_____

PACCAKKB

_____

ELCL PEOHN

_____

TACWH

_____

PEDATRA

_____

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 6

Objective: To identify prepositions of place

Prepositions of place

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Locate the things in class	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches prepositions using flashcards.
- ✓ Drills and pronounces three times.
- ✓ Spell them.
- ✓ The teacher engages an evaluate students asking questions about real objects (realia) in the classroom.

Strategy: Realia - Poster	**Strategy to evaluate:** Practice with the things in the classroom.

PREPOSITION OF PLACE

IN FRONT OF
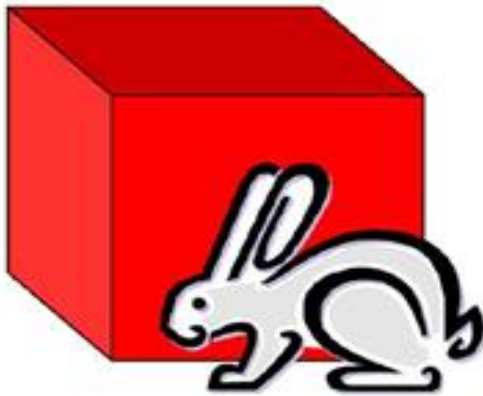
BEHIND
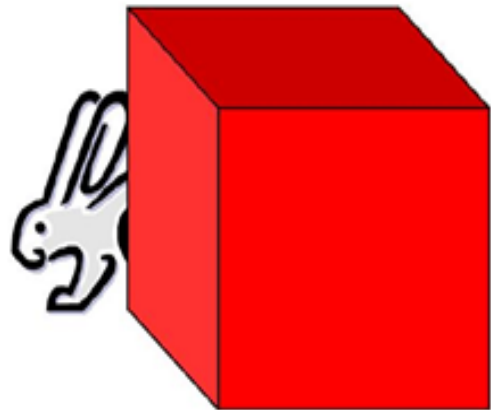
IN
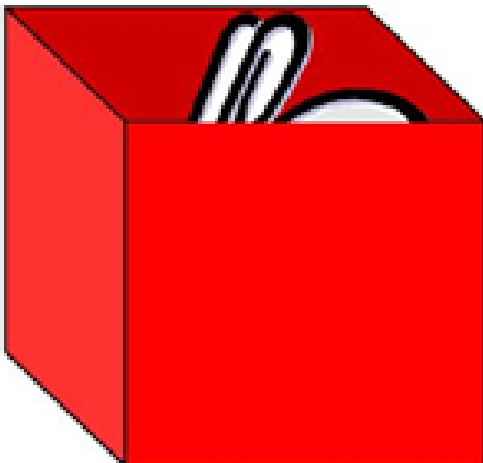
BY
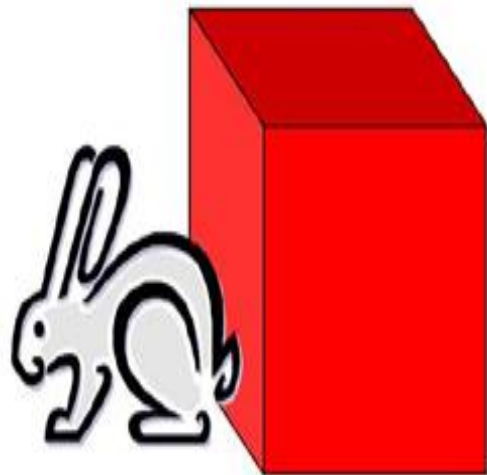
Author: Washington Teodoro Méndez Yagual

OVER
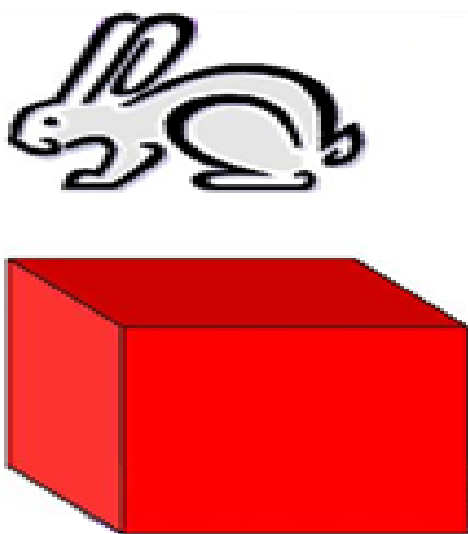
BETWEEN
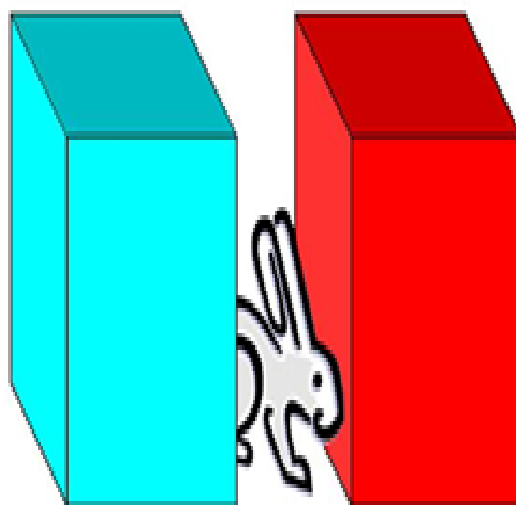
UNDER

ON

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 7

Objective: To identify countries and their nationalities

Countries and nationalities

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Matching game	Time: 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches countries and nationalities using a matching game
- ✓ Drills and pronounces three times
- ✓ Spell the most common countries
- ✓ The teacher engages an evaluate students making them participate in contest called: "I am from …….."
- ✓ Students have to bring a flag and wear something that identifies each country.

Strategy: Game	Strategy to evaluate: Matching countries and nationality.

WORKSHEET

Countries and nationalities

Countries	Nationalities
Ecuador	Ecuadorian
Brazil	_____
_____	Canadian
Peru	_____
Costa Rica	_____
_____	Korean
Mexico	_____
_____	Moroccan
	American
Venezuela	_____
_____	Finnish
_____	British
Poland	_____
China	Chinese
_____	Japanese
_____	Lebanese
Australia	_____

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 8

Objective: To recognize ordinal numbers from 1st to 21th

Ordinal numbers

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Number the months of the year	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches ordinal numbers on the board
- ✓ Drills and pronounces twice
- ✓ Spell the most common numbers
- ✓ The teacher engages an evaluate students making them participate using a board game and students work on a worksheet.

Strategy: Game	**Strategy to evaluate:** Board game

ACTIVITY # 9

Objective: To recognize ordinal numbers from 1st to 21th

Ordinal numbers

Numbers from 1st to 21th		11th eleventh	November
1st First	January	12th twelfth	December
2^{n} Second	February	13th thirteenth	
3rd Third	March	14th fourteenth	
4th Fourth	April	15th fifteenth	
5th Fifth	May	16th sixteenth	
6th sixth	June	17th seventeenth	
7th seventh	July	18th eighteenth	
8th eighth	August	19th nineteenth	
9th ninth	September	20th twentieth	
10th tenth	October	21st twenty-first	

Author: Washington Teodoro Méndez Yagual

Activity: Tell the months of the year, next some colors and animals during the class.	**Time:** 20 minutes **Students:** Eighth Grade

Instructions:

- ✓ Teacher pre teaches ordinal numbers using digital flashcards.
- ✓ Drills and pronounces three times
- ✓ Spell the most common numbers
- ✓ The teacher engages an evaluate students making them participate using a board game and students work on a worksheet.

Strategy: Matching game and Racing game	**Strategy to evaluate:** Board game

WORKSHEET

Ordinal numbers with owls

Fill in the blanks and then follow the instructions bellow.

1st			4th					9th	

			14th						

1. Color the second owl red	5. Color the eleventh owl orange	9. Color the last owl brown
2. Draw a ring around the sixth	6. Draw a line underneath the twelfth	10. How many owls?
3. Draw a square around the eighth owl	7. Color the fifteenth owl yellow	
4. Color the tenth owl green	8. Color the seventeenth owl blue	

Author: Washington Teodoro Méndez Yagual

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ACTIVITY # 10

Objective: To recognize ordinal numbers from 1st to 21th

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Build their own plane with a sheet	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches ordinal numbers using digital flashcards.
- ✓ Drills and pronounces three times
- ✓ Spell the most common ordinal numbers
- ✓ The teacher engages an evaluate students making them participate in a plane game
- ✓ Students build a paper plane and make them take off and have to tell the order of arriving using ordinal numbers.

Strategy: Game	**Strategy to evaluate:** Plane game

ACTIVITY # 11

Objective: To use vocabulary of family members

Family members
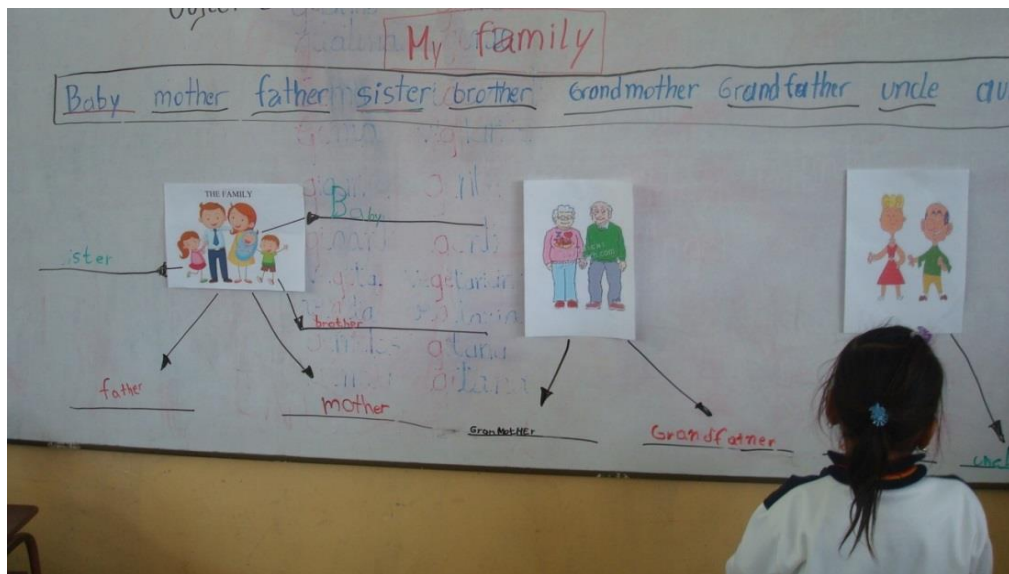
Source: Escuela de Educación Básica Teodoro Wolf

Activity: Mention family members	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches family members using mapping with pictures
- ✓ Drills and pronounces twice
- ✓ Spell the most common ones
- ✓ The teacher engages an evaluate students making them participate using a family words search and a role play of the Simpsons.

Strategy: Video The Simpsons Family	**Strategy to evaluate:** Role play, crossword

WORKSHEET
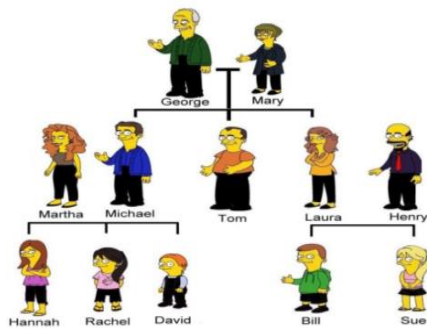
FAMILY WORD SEARCH

```
                              G
                          H R A
grandma                 X U A U B          grandpa
                      B W S N N E F
                        B D T
                      U A M E A
                      W U N A F G S
mother              M I Q D A D L L C        father
                  L D F C L S I M A L J
                    E J X R E T C
                  B G R A N D P A F
sister            K Z I X D K L W A A E      brother
                Y N F P C W C T Z U T Q M
              M Y G G M H D A S M M H M H I
aunt              H K G E U Y H X O E N       uncle
                C O U S I N V F Q T R F V
              Q L H B R O T H E R H V Q H A
              S I S T E R A Y W U R E I X J J U
wife        C X C V V U I S BA GC R LOH LDO   husband
                  I Y E A O
                  P I M N K
                  I P Q N V
                  U N C L E
                    Cousin
```

WORKSHEET

ROLEPLAY

Instructions:

Students receive a card, they have to improvise the Simpsons family, using things the find in the classroom and they have to work the role play and complete it using the correct family relationship.

Activity

Hello I am Bart Simpson I am the number one in this class, and this is Marge Simpson. She is my…………………….	 Marge Simpson this is Bart my terrible ………… he likes skateboards.

Hi! I am Homer Simpson Margaret is my ……… Bart is my …… and I love donuts	Hello! I am Lisa Simpson Homer and Marge are my …………… Bart in my………………….. and I like music.

Author: Washington Teodoro Méndez Yagual
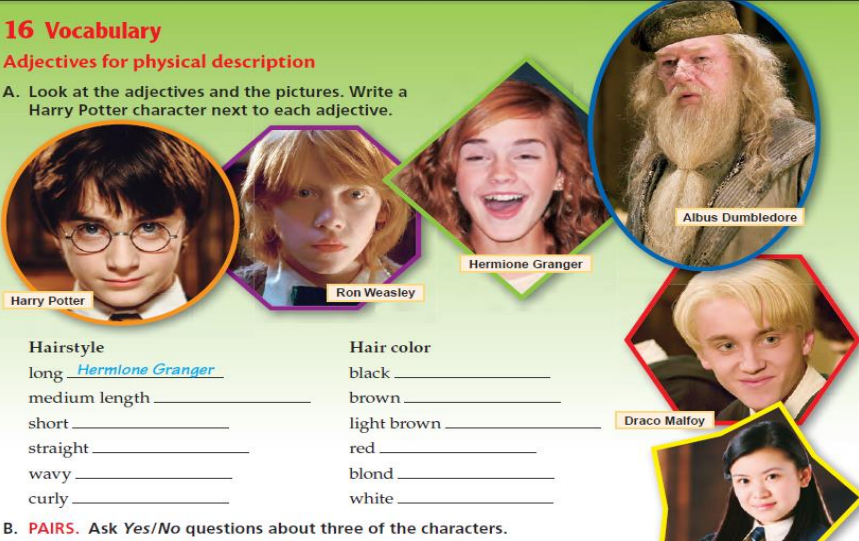
ACTIVITY # 12

Objective: To describe physical appearance

Physical appearance

16 Vocabulary
Adjectives for physical description

A. Look at the adjectives and the pictures. Write a Harry Potter character next to each adjective.

Harry Potter
Ron Weasley
Hermione Granger
Albus Dumbledore
Draco Malfoy

Hairstyle		Hair color	
long	Hermione Granger	black	
medium length		brown	
short		light brown	
straight		red	
wavy		blond	
curly		white	

B. PAIRS. Ask Yes/No questions about three of the characters.

Source: English level one

Activity: Identify physical appearance	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches using mapping and flashcards
- ✓ Drills and pronounces the most difficult words
- ✓ Spell the most common words
- ✓ The teacher engages an evaluate students making them participate describing their best friend.

Strategy: Mapping	**Strategy to evaluate:** Participation of the classmates

ACTIVITY # 13

Objective: To express likes and dislikes.

Likes

Dislikes

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Identify like and dislike expressions	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches likes and dislike expressions using mapping
- ✓ Drills
- ✓ Spell the most common ones
- ✓ The teacher engages an evaluate students making them participate using a board game and students work on a worksheet.

Strategy: Mapping	**Strategy to evaluate:** Participation of the classmates

WORKSHEET
LIKES AND DISLIKES

ACTIVITY # 14

Music Center

Objective: To listen and analyze types of music

Types of music

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Identify different kind of music	Time: 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches types of music using a video and audio
- ✓ Drills and pronounces the words
- ✓ The teacher engages an evaluate students making them create an acronym of their favorite type of music.

Strategy: Acronym	Strategy to evaluate: Participation of the classmates

WORKSHEET
TYPES OF MUSIC

T TELEVISION
A ABOVE
N NIECE
G GO
O ONE

S _ _ _ _ _ _ _
A _ _ _
L _ _ _ _ _
S _ _ _
A _ _ _ _

C _ _ _ _ _
U _ _ _ _
M _ _ _ _
B _ _ _ _ _
I _ _ _ _ _
A _

B _ _ _ _ _ _ _ _
A _ _ _ _ _ _ _
C _ _ _ _ _ _ _ _
H _ _ _
A _ _ _ _ _ _ _ _ _
T _ _ _ _ _ _ _
A

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 15

Objective: To identify different colors

COLORS

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Write sentences using colors	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches clothing using color papers
- ✓ Drills and pronounces colors twice
- ✓ Spell the most common ones
- ✓ The teacher engages all the students in an activity to write sentences to check comprehension.

Strategy: Realia	**Strategy to evaluate:** Board running dictation.

ACTIVITY # 16

Objective: To identify different kind of clothes

CLOTHES

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Classify clothes for men and women	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches clothing using realia
- ✓ Drills and pronounces words twice
- ✓ Spell the most common ones
- ✓ The teacher engages all of the students in a worksheet to check comprehension

Strategy: Realia	**Strategy to evaluate:** Running race

WORKSHEET

CLOTHES

T - SHIRT

SOCKS

JEANS

SNEAKERS

VEST

SHIRT

SHOES

TIE

PANTS

BELT

Author: Washington Teodoro Méndez Yagual

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CLOTHES

BLOUSE

SKIRT

DRESS

CAP

BATHROPE

COAT

SCARF

SANDALS

SHORTS

HAT

BOOTS

GLOVES

Author: Washington Teodoro Méndez Yagual

ACTIVITY # 17

Objective: To identify different kind of fruits
.

FRUITS

Source: Escuela de Educación Básica Teodoro Wolf

Source: www.mes-english.com

Activity: Identify fruit	**Time:** 20 minutes **Students:** Eighth Grade

Instructions:

- ✓ Teacher pre teaches fruits using realia
- ✓ Drills and pronounces fruits twice
- ✓ Spell the most common ones
- ✓ The teacher engages all the students in a bingo game to check comprehension

Strategy: Realia	**Strategy to evaluate:** Bingo

ACTIVITY # 18

Objective: To identify different animals

ANIMALS
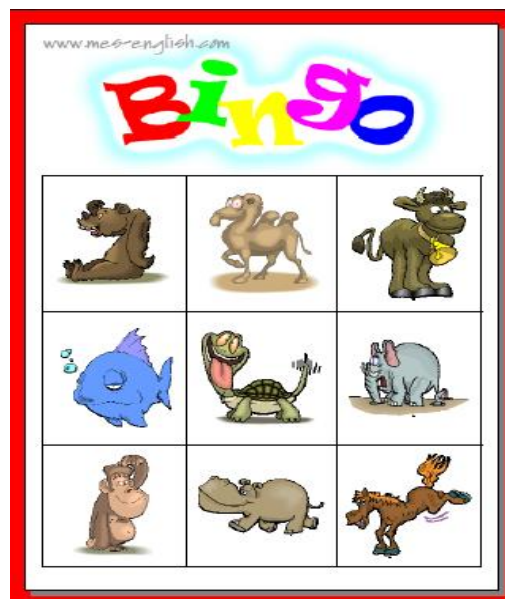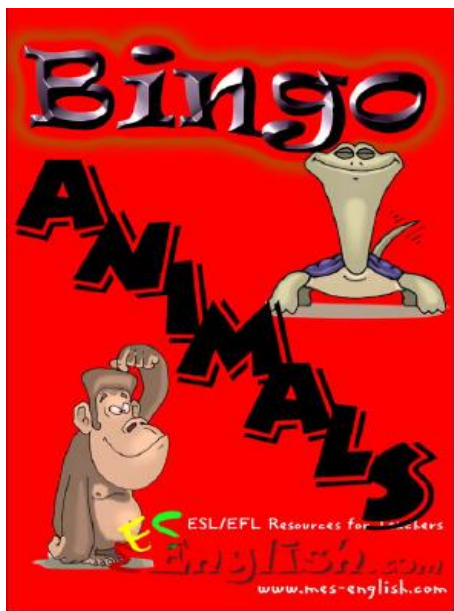
Source: www.google.com.ec

Activity: Recognize kind of animals in our world	Time: 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches animals using flash cards.
- ✓ Drills and pronounces animals twice.
- ✓ Spell the most common ones.
- ✓ The teacher engages all the students in a bingo to check comprehension.

Strategy: Game	Strategy to evaluate: Bingo

ACTIVITY # 19

Objective: To recognize different places in a city**.**

PLACES IN A CITY

Source: www.google.com.ec

Activity: Locate different places in a city.	**Time:** 20 minutes **Students:** Eighth Grade
Instructions: ✓ Teacher pre teaches places using flash cards ✓ Drills and pronounces fruits twice ✓ Spell the most common ones ✓ The teacher engages all the students in a worksheet to check comprehension	
Strategy: game	**Strategy to evaluate:** Matching worksheet

WORKSHEET
PLACES

Source: www.google.com.ec

ACTIVITY # 20

Objective: To describe daily routine

Daily routine

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Describe daily routine	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches places using flash cards
- ✓ Drills and pronounces daily routine twice
- ✓ Spell the most common ones
- ✓ The teacher engages all the students in a matching worksheet

Strategy: Game	**Strategy to evaluate:** Matching worksheet

WORKSHEET
DAILY ROUTINE
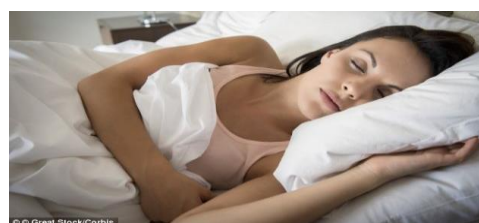
Source: www.google.com.ec

ACTIVITY # 21

Objective: To describe people and things using adjectives.

Adjectives

Source: Escuela de Educación Básica Teodoro Wolf

Activity: Match adjectives	**Time:** 20 minutes
	Students: Eighth Grade

Instructions:

- ✓ Teacher pre teaches adjectives using flash cards
- ✓ Drills and pronounces adjectives twice
- ✓ Spell the most common ones
- ✓ The teacher engages all the students in a matching work to check comprehension

Strategy:	**Strategy to evaluate:** Matching work
Opposites	

4.7   Strategies of improvement

Teaching strategies activate curiosity on students and vocabulary, engaging them in the teaching learning process, the difference between the beginning and the end of this proposal, is shown in the following table:

Chart # 27. Activities of improvement of teaching strategies

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
• Use of traditional methodology • Traditional English clases. • Little interaction with the teacher. • Low motivation	• Students increased the level of their English vocabulary • English classes using teaching strategies • Increase the level of interaction with the teacher. • Students increased their motivation.

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

4.8   Results of Implementation
Chart # 28. Results of Pre – Test

No.	STUDENTS	GRADE	No.	STUDENTS	GRADE
1	Ángel Tomalá Erika Vanessa	2.5	39	Villón Orrala Kerly Naomi	6.5
2	Aquino Tomalá Alisson Anahí	2.5	40	Zambrano Reyes John Vaner	6
3	Barreiro Quimí Elías Josué	3	41	Baque Tomalá Sandra Karolina	9
4	Bernabé Murillo Diana Brigitte	5.5	42	Beltrán Perero Amanda Annabell	3
5	Borbor Yagual Odalys Isabel	3.5	43	De la Rosa Malavé Alisson Anahí	1
6	Caicedo Chiles Jaime Eduardo	3.5	44	Domínguez Rodríguez Nicole Alejandra	4
7	Castillo Gurumendi Bárbara Scarlet	3	45	Flores Malavé Nathaly Estefanía	7
8	Clemente Borbor Bryan Alonso	1	46	Flores Yagual Brittany Viviana	4
9	Del Pezo Quirumbay Ivana Nayeli	2	47	González Tumbaco Fernando Jair	8
10	Domínguez Reyes Jordi Josué	3	48	Jaya Láinez Joselyn Elizabeth	4
11	Domínguez Suarez Nurya Anabell	5	49	Jiménez Mero Jonathan Alejandro	7
12	Gaona Sánchez Adriana Michel	4	50	Láinez Perero Dayanara Isabel	7
13	Gómez Reyes Anny Anahí	3.5	51	Medina Clemente Jennifer Magdalena	4
14	Gómez Rodríguez Carlos Daniel	6	52	Méndez Yagual Danixa Jacqueline	5.5
15	Gómez Solano Camila Nathaly	8.5	53	Mendoza Tomalá Alba Sanyi	3
16	González Soriano Allison Mayerli	7	54	Mendoza Tomalá Vanessa Nicole	6.5
17	Guerrero Santos Danna Carolina	7	55	Morales Salinas Nicole Noemí	3
18	Intriago Solórzano Víctor Daniel	2.5	56	Muñoz Cevallos Angie Michelle	7.5
19	Landívar Reyes Hellen Naomi	8	57	Narváez Pomader Nathaly Camila	4
20	Mendoza Ricardo Arelys Kathiuska	5.5	58	Paredes Oramas Karla Gabriela	9.5
21	Molina Mora Daniela Mayerli	5	59	Parrales Rocafuerte Daniela Nicole	6.5
22	Orrala Domínguez Angie Nicole	2.5	60	Reyes Perero Fernanda Anabella	5.5
23	Palma Muñoz Anthony Josué	3	61	Reyes Rezabala Verónica Estefanía	3
24	Perero Alejandro Damarys Lissette	7.5	62	Reyes Suarez Fátima Beatriz	3
25	Pineda Suarez Fernanda Gabriela	8	63	Rodríguez Fajardo Jamilex Marlene	4
26	Pomader Villacís Alma Adriana	5	64	Sacoto Guale Génesis Carolina	5
27	Pomader Villacís Alma Andreina	4.5	65	Sánchez Borbor Anderson Gerardo	2.5
28	Ponce García Joselyn Lissette	3.5	66	Severino Chele Ingrid Geomara	5
29	Pozo González Nathaly Michelle	5.5	67	Suarez García David Armando	3.5
30	Proaño Landívar José Mijael	8.5	68	Suarez Montenegro Anthony José	4.5
31	Salinas Ramírez John Erick	5.5	69	Suarez Rodríguez Jeniffer Juana	2
32	Tomalá Carreño Emely Teresa	6	70	Suarez Suárez María Fernanda	6
33	Tomalá Gómez Jennifer Stefania	4	71	Suarez Zorrilla Pedro Danilo	5
34	Tomalá Pérez Ángela Olinda	2	72	Tandazo Terán Nadia Emely	2
35	Tomalá Pérez Jesús David	6	73	Tomalá Baquerizo Carlos Enrique	6.5
36	Tomalá Quimí Camila Andreina	8	74	Tomalá Borbor Danna Jamilex	6
37	Tomalá Reyes Juliana Camila	7	75	Tomalá Loor Julissa Elizabeth	8.5
38	Vera Reyes Keyla Carolina	7		**Course average**	4.97

Source: Diagnostic Test
Author: Washington Teodoro Méndez Yagual

Chart # 29. Results of Post – Test

No.	STUDENTS	GRADE	No.	STUDENTS	GRADE
1	Ángel Tomalá Erika Vanessa	8	39	Villón Orrala Kerly Naomi	9.7
2	Aquino Tomalá Alisson Anahí	8	40	Zambrano Reyes John Vaner	10
3	Barreiro Quimí Elías Josué	6.1	41	Baque Tomalá Sandra Karolina	10
4	Bernabé Murillo Diana Brigitte	7.6	42	Beltrán Perero Amanda Annabell	10
5	Borbor Yagual Odalys Isabel	8.3	43	De la Rosa Malavé Alisson Anahí	7.6
6	Caicedo Chiles Jaime Eduardo	8.4	44	Domínguez Rodríguez Nicole Alejandra	7.8
7	Castillo Gurumendi Bárbara Scarlet	8.2	45	Flores Malavé Nathaly Estefanía	9.6
8	Clemente Borbor Bryan Alonso	9.4	46	Flores Yagual Brittany Viviana	8
9	Del Pezo Quirumbay Ivana Nayeli	9	47	González Tumbaco Fernando Jair	10
10	Domínguez Reyes Jordy Josué	7.8	48	Jaya Láinez Joselyn Elizabeth	8.2
11	Domínguez Suarez Nurya Anabell	10	49	Jiménez Mero Jonathan Alejandro	10
12	Gaona Sánchez Adriana Michel	9.7	50	Láinez Perero Dayanara Isabel	10
13	Gómez Reyes Anny Anahí	9.4	51	Medina Clemente Jennifer Magdalena	8.9
14	Gómez Rodríguez Carlos Daniel	10	52	Méndez Yagual Danixa Jacqueline	8
15	Gómez Solano Camila Nathaly	10	53	Mendoza Tomalá Alba Sanyi	8
16	González Soriano Allison Mayerli	8.4	54	Mendoza Tomalá Vanessa Nicole	8
17	Guerrero Santos Danna Carolina	10	55	Morales Salinas Nicole Noemí	7.9
18	Intriago Solórzano Víctor Daniel	7.6	56	Muñoz Cevallos Angie Michelle	10
19	Landívar Reyes Hellen Naomi	8.5	57	Narváez Pomader Nathaly Camila	9.6
20	Mendoza Ricardo Arelys Kathiuska	10	58	Paredes Oramas Karla Gabriela	10
21	Molina Mora Daniela Mayerli	6.6	59	Parrales Rocafuerte Daniela Nicole	10
22	Orrala Domínguez Angie Nicole	5	60	Reyes Perero Fernanda Anabella	8.3
23	Palma Muñoz Anthony Josué	5.4	61	Reyes Rezabala Verónica Estefanía	9.2
24	Perero Alejandro Damarys Lissette	10	62	Reyes Suarez Fátima Beatriz	7.7
25	Pineda Suarez Fernanda Gabriela	10	63	Rodríguez Fajardo Jamilex Marlene	8
26	Pomader Villacís Alma Adriana	9.2	64	Sacoto Guale Génesis Carolina	9.2
27	Pomader Villacís Alma Andreina	7.2	65	Sánchez Borbor Anderson Gerardo	6
28	Ponce García Joselyn Lissette	8	66	Severino Chele Ingrid Geomara	8.3
29	Pozo González Nathaly Michelle	5.1	67	Suarez García David Armando	6
30	Proaño Landívar José Mijael	9.2	68	Suarez Montenegro Anthony José	9.2
31	Salinas Ramírez John Erick	8.7	69	Suarez Rodríguez Jeniffer Juana	6.6
32	Tomalá Carreño Emely Teresa	10	70	Suarez Suárez María Fernanda	10
33	Tomalá Gómez Jennifer Stefania	8.3	71	Suarez Zorrilla Pedro Danilo	8.8
34	Tomalá Pérez Ángela Olinda	8.4	72	Tandazo Terán Nadia Emely	9.8
35	Tomalá Pérez Jesús David	7	73	Tomalá Baquerizo Carlos Enrique	9.8
36	Tomalá Quimí Camila Andreina	8.4	74	Tomalá Borbor Danna Jamilex	9.7
37	Tomalá Reyes Juliana Camila	7.7	75	Tomalá Loor Julissa Elizabeth	9.8
38	Vera Reyes Keyla Carolina	9.6		**Course average**	8.94

Source: Final Test
Author: Washington Teodoro Méndez Yagual

Chart # 30. Percentage of improvement

No.	PRE-TEST	POST-TEST	% OF IMPROVEMENT	No.	PRE-TEST	POST-TEST	% OF IMPROVEMENT
1	2.5	8	55 %	39	6.5	9.7	32 %
2	2.5	8	55 %	40	6	10	40 %
3	3	6.1	31 %	41	9	10	10%
4	5.5	7.6	21 %	42	3	10	70 %
5	3.5	8.3	48 %	43	1	7.6	66 %
6	3.5	8.4	49 %	44	4	7.8	38 %
7	3	8.2	52 %	45	7	9.6	26 %
8	1	9.4	84 %	46	4	8	40 %
9	2	9	70 %	47	8	10	20 %
10	3	7.8	48 %	48	4	8.2	42 %
11	5	10	50 %	49	7	10	30 %
12	4	9.7	57 %	50	7	10	30 %
13	3.5	9.4	59 %	51	4	8.9	49 %
14	6	10	40 %	52	5.5	8	25 %
15	8.5	10	15 %	53	3	8	50 %
16	7	8.4	14 %	54	6.5	8	15 %
17	7	10	30 %	55	3	7.9	49 %
18	2.5	7.6	51 %	56	7.5	10	25 %
19	8	8.5	5 %	57	4	9.6	56 %
20	5.5	10	45 %	58	9.5	10	5 %
21	5	6.6	16 %	59	6.5	10	35 %
22	2.5	5	25 %	60	5.5	8.3	28%
23	3	5.4	24 %	61	3	9.2	62%
24	7.5	10	25 %	62	3	7.7	47%
25	8	10	20 %	63	4	8	40 %
26	5	9.2	42 %	64	5	9.2	42 %
27	4.5	7.2	27 %	65	2.5	6	35 %
28	3.5	8	45 %	66	5	8.3	33%
29	5.5	5.1	4 %	67	3.5	6	25 %
30	8.5	9.2	7 %	68	4.5	9.2	47 %
31	5.5	8.7	32 %	69	2	6.6	46 %
32	6	10	40 %	70	6	10	40 %
33	4	8.3	43 %	71	5	8.8	38 %
34	2	8.4	64 %	72	2	9.8	78 %
35	6	7	10 %	73	6.5	9.8	33%
36	8	8.4	4 %	74	6	9.7	37%
37	7	7.7	7 %	75	8.5	9.8	13 %
38	7	9.6	26 %				

Source: Pre - tests – Post - tests
Author: Washington Teodoro Méndez Yagual

4.9 Pre & post – tests results

Results showed that before the implementation of the proposal 50% students had a low level of English Vocabulary, after the implementation they improved their level in 40 %.

The information is shown in percentage figures in order to have a clear view of what their scores were at the beginning and what they were at the end of the implementation process.

Chart # 31. Implementation Results

GENERAL TABLE		
PRE - TEST	**POST - TEST**	**IMPROVEMENT**
4,97	8,94	40%

Source: "Escuela de Educación Básica Teodoro Wolf"
Author: Washington Teodoro Méndez Yagual

Graph # 17. Statistical graphic of results of the implementation
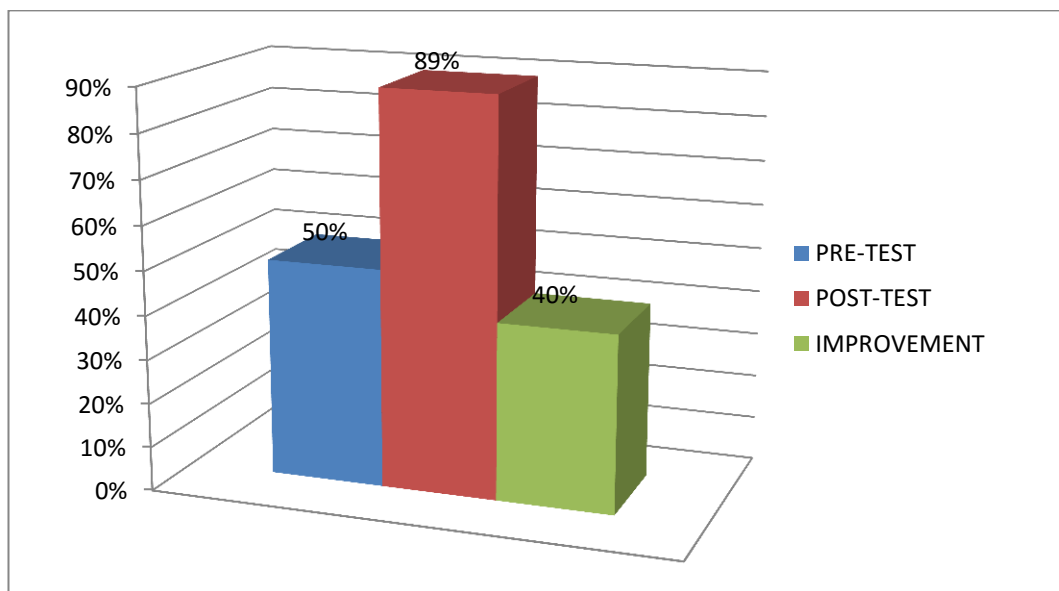
Source: "Escuela de Educación Básica Teodoro Wolf"
Author: Washington Teodoro Méndez Yagual

4.10 Conclusions and recommendations

4.10.1 Conclusions

1. Vocabulary acquisition is an essential part in a foreign language and of paramount importance to a language learner.

2. Teaching strategies to reinforce English vocabulary in a class provide different options to present and engage students to practice vocabulary increasing their motivation.

3. Teaching strategies are a valuable tool to develop vocabulary in the English teaching learning process.

4.10.2 Recommendations

1. English teachers should try to make their students use and increase their vocabulary to complement with the other skills.

2. It is recommended that teachers implement strategies to develop English vocabulary and continuously adapt them for making their class updated to the new trends in English teaching and learning.

3. It is recommended to apply teaching strategies not only for developing vocabulary but also for the holistic development of the students in the language acquisition.

CHAPTER V

5 ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Materials

Q.	DESCRIPTION	UNIT COST	TOTAL COST
3	Ream paper	$ 4.50	$ 13.50
2800	B/W Prints	$ 0.10	$ 280.00
100	Color prints	$ 0.25	$ 25.00
500	B/W Copies	$ 0.05	$ 25.00
2	Ink	$40.00	$ 80.00
3	CD´S	$ 1.00	$ 3.00
6	Pens	$ 0.50	$ 3.00
2	Flash drive	$10.00	$ 20.00
	TOTAL		**$ 449.50**

5.1.2 Technology

Q	DESCRIPTION	UNIT COST	TOTAL COST
7	Internet Service for month	$ 20.00	$ 140.00
1	Telephone service and communication	$ 25.00	$ 175.00
1	Camera	$ 150.00	$ 150.00
	TOTAL		**$ 465.00**

5.1.3   Financial Resources

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	$ 200.00	$ 200.00
Lunch and snacks	$ 20.00	$ 200.00
Unexpected expenses	$ 100.00	$ 100.00
TOTAL		**$ 500.00**

TOTAL		$ 1.414,50

5.2 Timetable

N°	ACTIVITIES	\n2015 JUL 1	2	3	4	AUG 1	2	3	4	SEP 1	2	3	4	OCT 1	2	3	4	NOV 1	2	3	4	DEC 1	2	3	4	\n2016 JAN 1	2	3	4	FEB 1	2	3	4	MAR 1	2	3	4	APR 1	2	3	4	MAY 1	2	3	4	JUN 1	2	3	4	JUL 1	2	3	4	AUG 1	2	3	4
1.	Socialization with thesis advisor.			X																																																					
2.	Thesis Desinging.				X																																																			
3.	Elaboration Chapter I.					X	X																																																	
4.	Chapter I Progress.						X	X																																																
5.	Elaboration Chapter II.									X	X	X	X	X	X																																									
6.	Field Research at "Institution".															X																																							
7.	Survey Implementation.																	X																																					
8.	Analysis and interpreation of results																		X	X																																			
9.	Elaboration Chapter III.																					X	X																																	
10.	Chapter III Progress.																									X	X	X																												
11.	Elaboration Chapter IV and V																									X	X	X	X	X																										
12.	Implementation of activities																									X	X	X	X	X	X	X																									
13.	Review of Thesis draft.																													X	X	X	X	X	X	X																				
14.	Delivery of final work.																																		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X				
15.	Pre defense of thesis																																																				X				
16.	Defense of Thesis at Academic Conseil.																																																						X	
17.	Graduation day.																																																						X	

Author: Washington Teodoro Méndez Yagual

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APPENDIXES

Appendix # 1. Constitution of Ecuador

Constitution of Ecuador

Article	Description
Article 26.	Education is a right of people throughout life and unavoidable an inexcusable duty of the State. It constitutes a priority area of public policy and government investment, guarantee of equality and social inclusion and an indispensable condition for the good life. People, families and society have the right and responsibility to take part in the educational process
Article 27.	Education will focus on the human being and assure their holistic development , within the framework of respect for human rights , the sustainable environment and democracy; It will be participatory , compulsory , intercultural, democratic , inclusive and diverse, of quality and warmth ; it will encourage gender equity , justice , solidarity and peace; it will stimulate critical sense , art and physical culture , 28 individual and community initiative and the development of competences and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the building of a sovereign country and it constitutes a strategic axis for national development

Appendix # 2. Law of intercultural Education

Law of intercultural Education

Article	Description
6	e. To ensure a continuous improvement of the quality of education f. To ensure that all educational institutions develop a comprehensive education, coeducational, with a transversal vision and focus on rights.

Appendix # 3. Childhood and adolescence Law Code

Childhood and adolescence Law Code

Article	Description
37	1. Assure access and permanence of children to basic education and adolescent through high school or its equivalent; 2. Respect the cultures and specificities of each region and place; 3. It contemplates flexible educational proposals and alternatives to pay attention the needs of all children and adolescents, with priority for those with disabilities, work or live a situation that requires greater opportunities to learn; 4. It assures that children and adolescents have teachers, didactic materials, laboratories, classrooms, facilities and resources and enjoy a favorable environment for learning.

Appendix # 4. Teacher´s survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

TEACHER´S SURVEY

Dear teacher, this survey will help to obtain important input for a research paper titled "Teaching Strategies to develop English vocabulary on students of eighth grade at "Escuela de Educación Básica Teodoro Wolf". Santa Elena, Santa Elena province, 2015-2016", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. **How do you consider your English classes?**

1.1 **Very interesting** ☐
1.2 **Interesting** ☐
1.3 **Traditional** ☐
1.4 **Boring** ☐

2. **Do you believe that your students have the A.1.1 level according to the National Curriculum Guidelines?**

2.1 **Yes** ☐
2.2 **No** ☐

3   **Do your students have a good level of English vocabulary?**

3.1 **Yes** ☐
3.2 **No** ☐
3.3 **Intermediate** ☐

4   Do your students enjoy learning vocabulary?

4.1 Totally agree ☐
4.2 Agree ☐
4.3 Disagree ☐
4.4 Totally disagree ☐

5.   Do you consider that your students have developed their English vocabulary satisfactorily?
5.1 Yes ☐
5.2 No ☐
5.3 Partially ☐

6. Do you apply strategies and methods for teaching English vocabulary to your students?

6.1 Yes ☐
6.2 No ☐
6.3 Sometimes ☐

7. What of these strategies do you use in your classes to teach English vocabulary?

7.1 Word maps ☐
7.2 Dramatization ☐
7.3 Drawings ☐
7.4 Flashcards ☐
7.5 Root analysis ☐
7.6 Pictures ☐
7.7 Realia ☐
7.8 Word parts ☐
7.9 Others ☐

8. Do you consider that the application of strategies can help to develop the English vocabulary of your students?

8.1 Yes ☐
8.2 No ☐

9. Do you agree with the implementation of teaching strategies to develop English vocabulary in this institution?

9.1 Yes ☐
9-2 No ☐
9.3 Maybe ☐

Thank you for your collaboration

Appendix # 5. Student´s survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
STUDENT´S SURVEY

Dear student, this survey will contribute to obtain important input for a research paper, please take 5 minutes to fill it out honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider English as ……………?

1.1 Very Important ☐
1.2 Important ☐
1.3 Unnecessary ☐
1.4 Useless ☐

2. How do you consider your English classes?

2.1 Very Interesting ☐
2.2 Interesting ☐
2.3 Boring ☐
2.4 Very boring ☐

3. Do you consider that you have developed your English vocabulary satisfactorily?
3.1 Yes ☐
3.2 No ☐
3.3 Partially ☐

4. Do you think that learning English vocabulary is fun?

4.1 Yes □

4.2 No □

4.3 Sometimes □

5. Does your teacher use strategies to teach English vocabulary?

5.1 Yes □

5.2 No □

5.3 Sometimes □

6. Do you believe that teaching strategies could help you to improve your English vocabulary?

6.1 Yes □

6.2 No □

6.3 Maybe □

7. Do you agree with the implementation of teaching strategies to improve your English vocabulary?

7.1 Yes □

7.2 No □

7.3 Probably □

Thank you for your collaboration

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
PRINCIPAL´S INTERVIEW

Dear Principal, this interview will help to obtain important input for a research paper titled "Teaching strategies to develop English vocabulary on students of eighth grade at "Escuela de Educación Básica Teodoro Wolf". Santa Elena, Santa Elena province, 2015-2016", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that English is important in today´s education? Why /Why not?

2. How do you consider the English vocabulary level and classes in this institution?

3. Do you consider that vocabulary is important to allow communication in English for learning English? Why / Why not?

4. Do you think your English teachers apply correct strategies and methods in their classes? Why / Why not?

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

6. Do you think that students enjoy learning English vocabulary?

7. Do you consider that the application of better strategies could contribute to improve the English vocabulary level of your students?

8. Would you agree with the implementation of teaching strategies to improve English vocabulary in your institution?

Thank you for your collaboration

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

SPECIALIST´S INTERVIEW

Dear specialist, this interview will help to obtain important input for a research paper titled "Teaching Strategies to develop English vocabulary on students of eighth grade at "Escuela de Educación Básica Teodoro Wolf", Santa Elena, Santa Elena Province, 2015-2016", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that English is important in today´s education? Why /Why not?

2. How do you consider that English classes should be?

3. Do you think that English teachers apply the right strategies and methods in class?

4. Why do you think students need vocabulary to improve their English level?

5 Do you think that students enjoy learning in English?

6. Why do you consider that better strategies could contribute students improve their skills?

7. How can you define a teaching strategy?

8. Do you consider that students should have knowledge of English vocabulary and why?

9. What strategies do you use to teach English vocabulary in your class?

10. What are the advantages of using teaching strategies in the English learning?

Thank you for your collaboration

ESCUELA DE EDUCACIÓN BÁSICA
"TEODORO WOLF"
CANTON SANTA ELENA-PROVINCIA DE SANTA ELENA-ECUADOR

STUDENTS NAMES

No.	NAMES	No.	NAMES
1	Ángel Tomalá Erika Vanessa	39	Villón Orrala Kerly Naomi
2	Aquino Tomalá Alisson Anahí	40	Zambrano Reyes John Vaner
3	Barreiro Quimí Elías Josué	41	Baque Tomalá Sandra Karolina
4	Bernabé Murillo Diana Brigitte	42	Beltrán Perero Amanda Annabell
5	Borbor Yagual Odalys Isabel	43	De la Rosa Malavé Alisson Anahí
6	Caicedo Chiles Jaime Eduardo	44	Domínguez Rodríguez Nicole Alejandra
7	Castillo Gurumendi Bárbara Scarlet	45	Flores Malavé Nathaly Estefanía
8	Clemente Borbor Bryan Alonso	46	Flores Yagual Brittany Viviana
9	Del Pezo Quirumbay Ivana Nayeli	47	González Tumbaco Fernando Jair
10	Domínguez Reyes Jordi Josué	48	Jaya Láinez Joselyn Elizabeth
11	Domínguez Suarez Nurya Anabell	49	Jiménez Mero Jonathan Alejandro
12	Gaona Sánchez Adriana Michel	50	Láinez Perero Dayanara Isabel
13	Gómez Reyes Anny Anahí	51	Medina Clemente Jennifer Magdalena
14	Gómez Rodríguez Carlos Daniel	52	Méndez Yagual Danixa Jacqueline
15	Gómez Solano Camila Nathaly	53	Mendoza Tomalá Alba Sanyi
16	González Soriano Allison Mayerli	54	Mendoza Tomalá Vanessa Nicole
17	Guerrero Santos Danna Carolina	55	Morales Salinas Nicole Noemí
18	Intriago Solórzano Víctor Daniel	56	Muñoz Cevallos Angie Michelle
19	Landívar Reyes Hellen Naomi	57	Narváez Pomader Nathaly Camila
20	Mendoza Ricardo Arelys Kathiuska	58	Paredes Oramas Karla Gabriela
21	Molina Mora Daniela Mayerli	59	Parrales Rocafuerte Daniela Nicole
22	Orrala Domínguez Angie Nicole	60	Reyes Perero Fernanda Anabella
23	Palma Muñoz Anthony Josué	61	Reyes Rezabala Verónica Estefanía
24	Perero Alejandro Damarys Lissette	62	Reyes Suarez Fátima Beatriz
25	Pineda Suarez Fernanda Gabriela	63	Rodríguez Fajardo Jamilex Marlene
26	Pomader Villacís Alma Adriana	64	Sacoto Guale Génesis Carolina
27	Pomader Villacís Alma Andreina	65	Sánchez Borbor Anderson Gerardo
28	Ponce García Joselyn Lissette	66	Severino Chele Ingrid Geomara
29	Pozo González Nathaly Michelle	67	Suarez García David Armando
30	Proaño Landívar José Mijael	68	Suarez Montenegro Anthony José
31	Salinas Ramírez John Erick	69	Suarez Rodríguez Jeniffer Juana
32	Tomalá Carreño Emely Teresa	70	Suarez Suárez María Fernanda
33	Tomalá Gómez Jennifer Stefania	71	Suarez Zorrilla Pedro Danilo
34	Tomalá Pérez Ángela Olinda	72	Tandazo Terán Nadia Emely
35	Tomalá Pérez Jesús David	73	Tomalá Baquerizo Carlos Enrique
36	Tomalá Quimí Camila Andreina	74	Tomalá Borbor Danna Jamilex
37	Tomalá Reyes Juliana Camila	75	Tomalá Loor Julissa Elizabeth
38	Vera Reyes Keyla Carolina		

Source: Escuela de Educación Básica Teodoro Wolf
Author: Washington Teodoro Méndez Yagual

"PENÍNSULA OF SANTA ELENA STATE UNIVERSITY"

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

PRE - TEST

STUDENT'S NAME:		_____
GRADE: Eighth grade	**DATE:**	**10**

Write the numbers in words. (0.50 each item) (/2 points)

Ex.   **20** ____twenty____

1.1. **86** _____   1.3. **47** _____

1.2. **90** _____   1.4. **35** _____

2. Look at the pictures; order the letters to write the things for teens.

(0.50 each item) (/2 points)

Ex.: asatdbork	**ucotrpme**	**miagnesaz**
__skateboard__	_____	_____

reollrbeslad	**ciclyeb**
_____	_____

3. Look at the table choose one of words and write the correct ordinal numbers. **(0.50 each item) (/2 points)**

Ex: January is the **first** month.

1st first	2nd second	3rd third
fourth 4th	5th fifth	6th sixth
7th seventh	8th eighth	9th ninth
10th tenth	11th eleventh	12th twelfth

3.1. February is the _____month.
3.2. March is the _____month.
3.3. June is the _____month.
3.4. September is the _____month.

4. Read the sentences below and fill in the blanks with the correct nationality. **(1 point each item) (/2 points)**

Ex. Sandra was born in Ecuador. She is _____Ecuadorian_____.

a) Ecuadoren   b) Ecuadorien   c) Ecuadorian   d) Ecuadoriana

a. Jet - Li and Ken are from Japan. Theye are _____.

a) Japanan   b) Japanes   c) Japanese   d) Japaneses

b. Neymar was born in Brazil. He is _____.

a) Brazileñis   b) Brazilis   c) Brazilese   d) Brazilian

5. Look at the family tree. Then fill in the blanks with the correct family members. **(0.50 each item) (/2 points)**

Ex: Mary is Martha's **mother** .
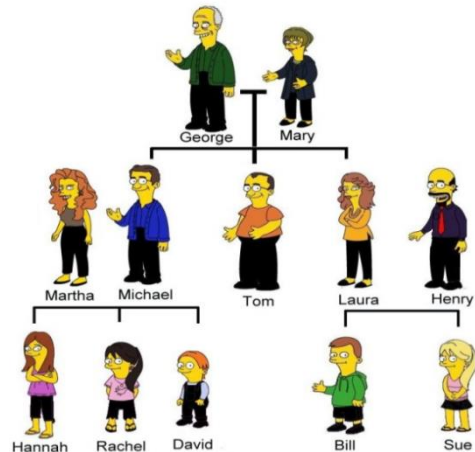
.
5.1. Mary is Rachel's _____.

5.2. Laura is Hannah's _____.

5.3. Michael is Sue's _____.

5.4. Henry is Tom's _____.

"PENÍNSULA OF SANTA ELENA STATE UNIVERSITY"

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

POST-TEST

STUDENT`S NAME:		_____
GRADE: Eight grade	**DATE:**	**10**

1. Read the cardinal numbers and underline the right option.

(0.40 each item)   (/2 points)

1. a. Twenty –six b. Thirty - six <u>c. Twenty - three</u> **23**	2. a. Fifty-two b. Sixty-six c. Sixty - two **62**	3. a. Twenty - four b. Eighty – four c. Forty - four **84**
4. a. Seventy - nine b. Sixty – nine c. Eighty – nine **79**	5. a. Eighty – three b. Seventy – three c. Ninety - three **93**	6. a. Fifty – nine b. Eighty – eight c. Fifty - eight **58**

2.   Look at the pictures below, read the three options and circle the correct occupation.   (0,40 each item)   (/2 points)

 a. sinyer b. cinger c. singer *(circled)*	 a. aktor b. actor c. acktor	 a. chef b. tchef c. cheff
 a. pillot b. pailot c. pilot	 a. ners b. nurse c. nerce	 a. atlete b. athet c. athlete

3. Look at the pictures; order the letters to write the things for teenagers.

(0.40 each item) (/2 points)

EXAMPLE: TELABT **TABLET**	**CERAMA** _____	**PACCAKKB** _____
ELCL PEOHN _____	**PEDATRA** _____	**PLAPOT** _____

4. Look at the table choose one of words and write the correct ordinal numbers to the months of the year.   (0.50 each item) (/2 points)

Ex: January is the **first** month.

4.1. April is the _____month.

4.2. July is the _____month.

4.3. September is the _____month.

4.4. December is the _____month.

1st first	2nd second	3rd third
4th fourth	5th fifth	6th sixth
7th seventh	8th eighth	9th ninth
10th tenth	11th eleventh	12th twelfth

5. Read the sentences below and fill in the blanks with the correct nationality.   (1 point each item) (/2 points)

Ex. Hipatia was born in Ecuador. She is _____Ecuadorian_____.

  b) Ecuadoren   b) Ecuadorien   c) Ecuadorian   d) Ecuadoriana

  1) Klever is from Finland. He is _____.

  a) Finlandian   b) Filandien   c) Finnish   d) Finlands

  2) Neymar was born in Brazil. He is _____.

  a) Brazileñis   b) Brazilian   c) Brazilese   d) Brasilis

Appendix # 11. Evidence of interview directed to Principal MSc. Narriman Palacios de Vera.

Appendix # 12. Evidence of interview directed to Specialist MSc. Leonardo Chávez.

Appendix # 13.Evidence of interview directed to Specialist MSc. Byron Villacreces.

Appendix # 14. Evidence of survey directed to the English teacher Lcda. Glenda Hermenejildo.

Appendix # 15. Evidence of survey directed to the English teacher Lcda. Jaquelin Ricardo.

Appendix # 16. Evidence of survey directed to the English teacher Lcda. Magdalena Alava.

Appendix # 17. Evidence of survey directed to students

Appendix # 18. Evidence of Pre - Test

Appendix # 19. Explaining one of the activities of the proposal

Appendix # 20. Application of the proposal

Appendix # 21. Application of the proposal
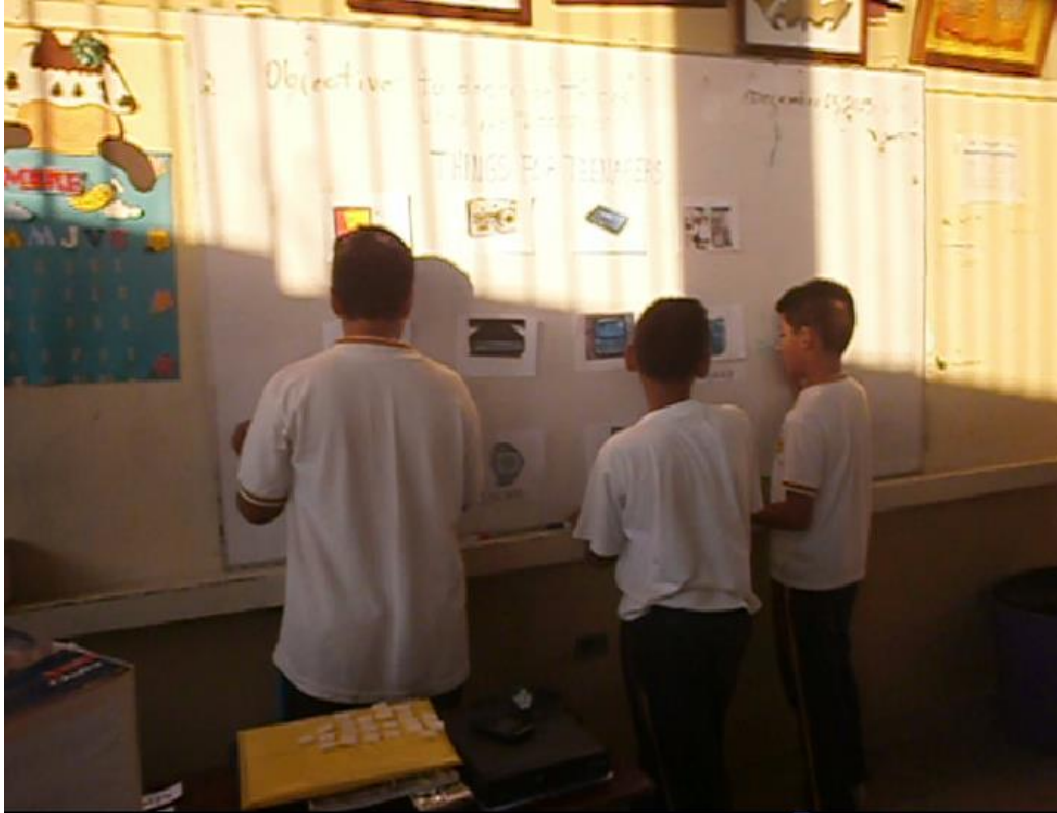
Appendix # 22. Application of the proposal

Appendix # 23. Evidence of Post - Test

Appendix # 24. Students of eighth grade

Appendix # 25 Certificate of authorization of implementation

ESCUELA DE EDUCACIÒN BÀSICA
"TEODORO WOLF"
Cantón Santa Elena - Provincia Santa Elena

1839

Santa Elena, 22 de Diciembre del 2015

Mg.
Glenda Pinargote
DIRECTORA DE LA ESCUELA
DE IDIOMAS DE LA "UPSE"
En su despacho:

Estimada Directora

Por medio del presente, reciba un cordial saludo con mis más sinceros deseos de éxitos en las asignaciones que cumple.

En calidad de Directora de la Escuela de Educación Básica "Teodoro Wolf" certifico por medio del presente escrito que el **Sr. Washington Teodoro Méndez Yagual** con **C.I. 0918249533** egresado de la Carrera de Idioma, de la Universidad Estatal Península de Santa Elena, realizó las entrevistas al Personal del Área de Ingles, a los estudiantes del Octavo Año de Educación A y D, y a la autoridad de este plantel además la implementación del Proyecto "TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015 - 2016", en la institución que dirijo.

La presente certificación se ciñe estrictamente a la verdad, y consta en los registros del plantel.

Atentamente,
Guiar, Educar y Amar

Mg. Narriman Palacios de Vera
DIRECTORA

Avenida Francisco Pizarro y 24 de Mayo - Telf. 2 940 040 - www.teodorowolf.edu.ec

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS
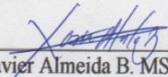
La Libertad, 16 de Febrero del 2016

CERTIFICADO ANTIPLAGIO

002-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2016

En calidad de tutor del trabajo de titulación denominado **"TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHT GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016"** elaborado por el estudiante MÉNDEZ YAGUAL WASHINGTON TEODORO, egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Ing. Xavier Almeida B. MSc.

C.I.:0913534749
DOCENTE TUTOR

Appendix # 28. Advisor´s certification

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

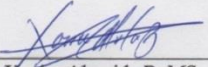La Libertad, 16 de Febrero del 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

El suscrito, XAVIER ANTONIO ALMEIDA BRIONES, tutor del trabajo de titulación del egresado MÉNDEZ YAGUAL WASHINGTON TEODORO.

CERTIFICO:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **"TEACHING STRATEGIES TO DEVELOP ENGLISH VOCABULARY ON STUDENTS OF EIGHT GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, SANTA ELENA PROVINCE, 2015-2016"**, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Particular que informo para los fines correspondientes.

Atentamente,

Ing. Xavier Almeida B. MSc.
DOCENTE TUTOR