



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

**“REALIA TO IMPROVE VOCABULARY AMONG STUDENTS
OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN
BÁSICA ROSENDO FELIX MEJILLÓN, LA LIBERTAD,
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR:

KATIUSKA LILIBETH PONCE HERMENEJILDO

ADVISER:

ING. XAVIER ANTONIO ALMEIDA BRIONES, MSC.

LA LIBERTAD – ECUADOR

2016



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

**“REALIA TO IMPROVE VOCABULARY AMONG STUDENTS
OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN
BÁSICA ROSENDO FELIX MEJILLÓN, LA LIBERTAD,
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Previo a la obtención del título:

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La Libertad, February 17th 2017

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "**REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016**" prepared by Katuska Lilibeth Ponce Hermenejildo undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after 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 Almedia Briones, MSc.
Advisor**

La Libertad, February 17th 2017

STATEMENT OF AUTHORSHIP

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Sincerely,




Katiuska Lilibeth Ponce Hermenjildo
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v

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DEDICATION

This work is dedicated to God who guided my life and gave me wisdom during this difficult way. I dedicate this investigation with love to my beloved son Sebastian, he has been my support and inspiration during this difficult period when I felt I could not continue but I know that all effort is for my little baby.

To my parents Maria and Enrique, husband José Luis and my dear brother Enrique: They are very important in my life; who gave me the necessary economic and moral support during the development of this research paper, without them none of this would be possible.

Katiuska Ponce

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Finally, I want to thank Escuela de Educación Básica Rosendo Félix Mejillón and all the educative personal, especially to Lic. César Bazán Tomalá for providing the necessary provisions to conclude my research paper.

Katiuska Ponce

DECLARATION

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

Katuska

Katuska Lilibeth Ponce Hermenejildo
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PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.**

Author: Katiuska Lilibeth Ponce Hermenejildo

Adviser: Ing. Xavier Almeida Briones, MSc

ABSTRACT

This research paper emphasizes vocabulary one the most important aspects when the English Language is learned. The use of authentic materials or real items at the moment to teach vocabulary in the English classes is the best way to acquire new word for students. The use of Realia is an appropriate method to improve vocabulary applying didactic resources. It is suggested that due to the high educational impact, this should be implemented so that students could feel motivated students to develop their English communicative skills focused in vocabulary. For the development of this investigation the qualitative and quantitative method were applied. As techniques applied in it, focus group and interviews were put in practice. All the information was analyzed carefully at the moment to show the results. This research work was implemented at Escuela de Educación Básica Rosendo Félix Mejillón among students of seventh grade. The designed proposal used realia activities in the teaching-learning process to acquire vocabulary in the English language. The results show that students highly increase their vocabulary, it means that the use of Realia resources as an English teaching technique in the teaching learning process is one of the best ways to improve the students ‘vocabulary.

Keywords: Realia, real materials, vocabulary, teaching-learning process, English language.

INTRODUCTION

The teaching- learning paradigms have undergone significant changes making reference to traditional education; it allowed evolving with educational models focused on the teaching models directed to the learning. The new educational models require that teachers transform their role of knowledge exhibitors to learning monitors and the students of spectators to participatory members of the teaching process and critics in the construction of their own knowledge.

Ausubel, (2008) stated that the significant learning with the application of didactic resources contribute to eliminate the relevance of traditional education to put as principal author of the process in the students who will now be the protagonist of his own learning.

Escuela de Educación Básica Rosendo Félix Mejillón located in Barrio Abdón Calderón, La Libertad, Province of Santa Elena, has been affected by the disinterests and incomplete educational plans, although certain teachers are trained to create strategies, plans and schedules which will allow them to take full advantages of educational resources and enhance education, but with much interest to overcome and be recognized around of the province.

The institution follows a traditional model of learning based on schemes or methods that are based on repetition, which cause lack of motivation in the students and low interest at the time of acquiring vocabulary, in the present work, a research is detailed which leads to a solution to the problem raised.

The problematic of the English teaching in this institution is that the students do not receive meaningful teaching to acquire new vocabulary, knowing the real meaning of the words. It is known that students learn in different ways. As it is known the English language is a school subject that every student must approve, however there are few hours dedicated to this subject so there is little importance from students. Moreover, in some cases the score of this subject is not taken into account for the total average, for this reason the students and the teachers do not have feel committed to performed an efficient work in the few hours of class.

The implementation of Realia considerably improved the vocabulary knowledge of seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón since they were applied through realia activities during the vocabulary classes. The design, creation and application of Realia, mainly benefit seventh grade students since it application facilitate the understanding and assimilation of information and didactic activities motivate everyone involved in this process by implementing creativity that favors the emergence and formation of seventh grade students from the educational institution previously mentioned.

This research paper is organized by chapters and each one covers different aspects, which are divided into:

Chapter I- The Problem: Describes the problem with causes and consequences, significance, action research, general objective, idea to defend, which contribute to determine what the problem is and why it is important in order to solve it. Also it allows understanding the possible causes of the problem and its possible solutions.

Chapter II- The Theoretical Framework: It provides details information about previous research. The philosophical, pedagogical and legal basis facilitates knowing if there are enough similar material involved with the objects of study and its validity.

Chapter III- Methodology: This chapter explains the methodological strategies in order to make a successful investigation. This chapter also contains the levels of research, population, techniques and data collection with graphical and statical description of the result of pre-test and post-test with the analysis and interpretation.

Chapter IV- The Proposal: In the proposal is the informative detailed data, proposal background, significance, objectives (general and specific), design and development of the proposal. Besides, it provides the improvement results of students since the applied proposal.

CHAPTER I

THE PROBLEM

1.1 PROBLEM STATEMENT

English is an important language for the majority of population, the principal reason of learning this important language is for education and business; about three hundred seventy five millions of people speak English as first language and there are seventy hundred and fifty million as second language speakers. English is an essential language around the world and it is the official language in at least seventy countries.

Environment is the principal reason of the massive changes in the communication demonstrating a high percentage of influence as cultural trainers that determine ideas, habits and customs. These changes have taken time to adapt in education, but teachers have slowly realized the needs to adjust the resources in their classes.

In Latin America, there are a lot of different opportunities for people who aspire sharing their mother language, since English is a key connection between residents and visitors. In big cities the necessity of English comes from the trade community since most job offers require to know this language, for this reason it is the big connection between American continents. The entire continent is economically and culturally directed towards the United States of America.

English Teaching in Latin America is important since it allows to improve the quality of education intensifying English Learning for the access to opportunities in the globalized world based on learning standards.

In Ecuador, English Teaching started with traditional methods directed to improve the education in the country. The objective is to achieve the academic excellence, develop and finish the inequality. All those changes in anyway have contributed since their main objective, is to increase and develop the abilities of students in general. In addition, they should have the capability to communicate using the four skills (speaking, reading, writing, and listening).

The purpose of English in Basic Education in Ecuador determined by the National Curriculum Guidelines of the Ministry of Education about teaching English establishes for instance a subject in schools in relation with the communication to students could express. Teachers must be concerned on students to achieve the objective using new strategies and techniques for the teaching-learning process. Education in Ecuador takes an important place below guidance of English Teachers also students may also educate themselves in a procedure.

1.2 Context of the Problem

In Ecuador, The English Language is important to communicate with foreign people as Ecuador is a country with different touristic places and in its provinces there are some places where people can visit them and promote trade. For this reason, it is important that students learn English as a second language to communicate with foreign people, so the purpose of the language is to increase the vocabulary with new words.

In the Province of Santa Elena, learning English besides being an educational benefit, is an economic contribution; English Teaching is a part of a pedagogical process. It is important to implement programs as strategies for the improvement of English providing the basic knowledge to communicate with foreign people in an easy way.

In La Libertad, there is an Educative Institution named Escuela de Educación Básica Rosendo Felix Mejillón located in Barrio Abdón Calderón, La Libertad created in 1997, it started as a kinder-garden with the adequate facilities that need a school in the area, in at year the school initiates the educative functions with a low quantity of students, the principal Lic. Brenda Mejillón suggested the creation of the school in order to provide education to the childhood of the community with pedagogical methods.

In 1998, The Ecuadorian Ministry of Education, ordered that the school start functioning. Years later, the director decided to increase more classrooms for the benefit the academic precinct. Then she gave the students the opportunity to learn in a different manner with the correspondent plan of classes. After hard work, Lic. Brenda Mejillón decided to abandon the principal position and Lic. César Bazán Tomalá assumed the direction; he is developing an excellent job. Today, the principal made changes in benefit of students, the teachers work in extracurricular plans as clubes hours, ecological projects that are incentive to the students.

Nowadays, there are some problems that obstruct the educative development especially in the important English language. Escuela de Educación Básica Rosendo Felix Mejillón where students of seventh grade have a low knowledge with vocabulary, therefore it is important to develop an appropriate strategy for

the improvement of vocabulary, and consequently, the entire school will be benefit.

There are many vocabulary problems in students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón therefore it is important to implement real items found in the world around as to help teach English. The deficiency of adequate time for the practice and motivation are factors that do not allow to the evolution of learning.

Through the implementation of real items; students could practice in relation with Vocabulary. Actively this investigation, the researcher related or applied the essential techniques, the respective procedures and different appliances like surveys, interviews and observations to determine if it is required to work and apply the didactic game as teaching strategy to develop the vocabulary.

1.2.1 Critical Analysis

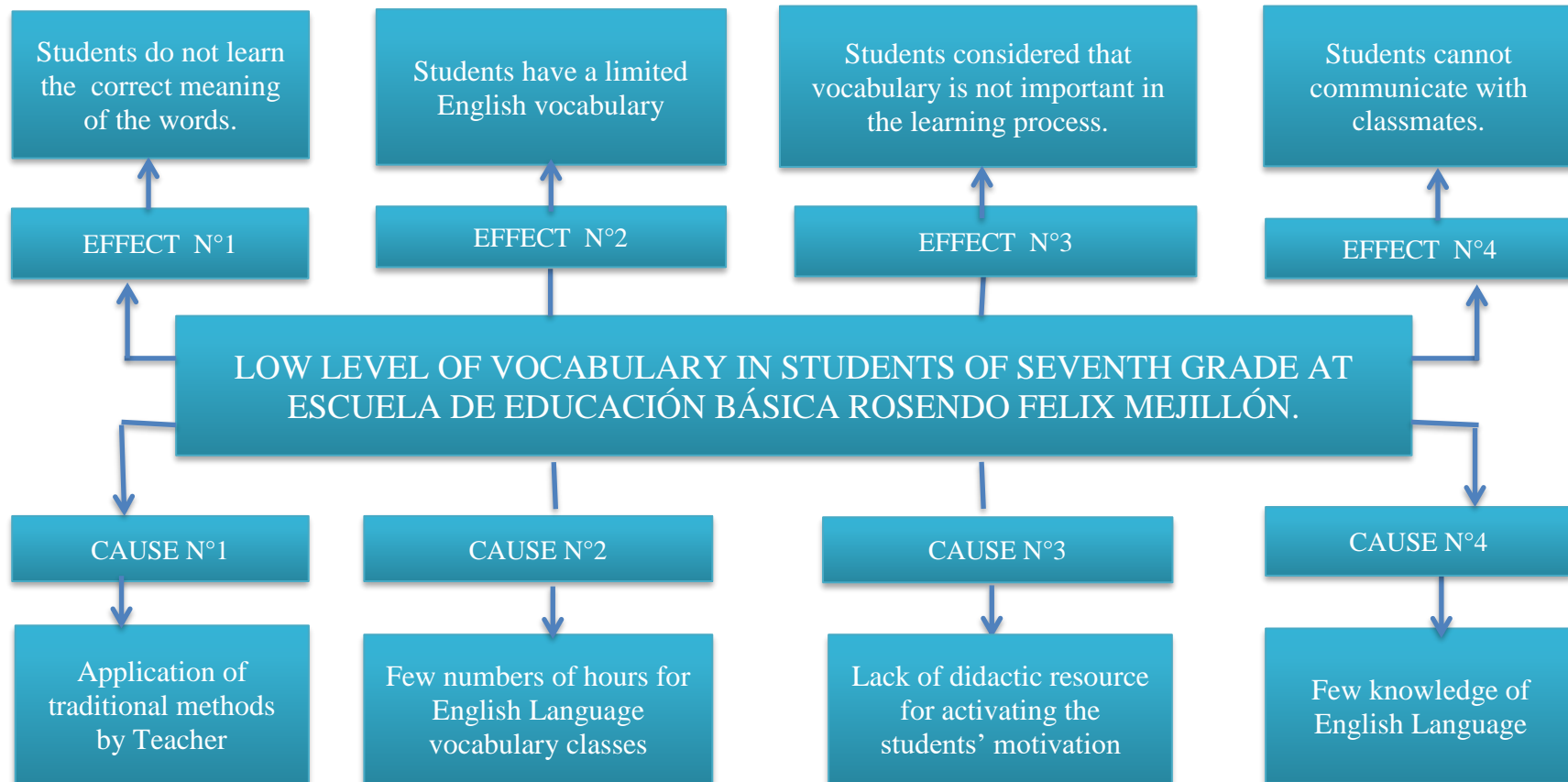
The problematic is established in the problem tree, there are different reasons for the low level of vocabulary of seventh grade students at Escuela de Educación Básica Rosendo Felix Mejillón. The first cause is the application of traditional methods by teachers. Therefore, seventh grade students were being educated in a non-didactic method.

Besides, the second cause is the few number of hours for English Language vocabulary classes affecting the students; as a consequence, they have a limited vocabulary with problems of communication between classmates, this restricts the acquisition of new vocabulary and participation in class due to impediments or bad pronunciation producing disadvantages and avoiding progress in the English Teaching Process in the classroom

The third cause is the little presence of didactic resources to the motivate students; it affects the acquisition of new knowledge in students. Students learn in different ways, the problem is that teachers do not search interesting activities to encourage students to practice vocabulary including additional activities which incentivize the practice of vocabulary using different learning methods.

The fourth cause is the little knowledge of English Language; it affects the students as a consequence, they cannot communicate with the classmates. Teachers should implement diverse strategies to improve the communication. The learning depends of how the teacher teaches and shares with the students the new information.

Chart N° 1. Problem Tree



Source: Escuela de Educación Básica Rosendo Félix Mejillón
Author: Katuska Lilibeth Ponce Hermenejildo

1.3 Research Question

1. What activities are applied to improve vocabulary?
2. What are the activities that will allow students to practice English vocabulary?

1.4 Delimitation of Research Object

- **Field:** Education
- **Area:** English
- **Aspect:** Vocabulary
- **Title:** Realia to improve vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón, La Libertad, Province of Santa Elena. School year 2016-2017.
- **Problem:** Low English vocabulary among seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón.
- **The Limitation:** The research will be held during the academic year 2016-2017.
- **Population Limitation:** Seventh Grade Students at Escuela de Educación Básica Rosendo Félix Mejillón.
- **Space Limitation:** Escuela de Educación Básica Rosendo Félix Mejillón
- **Context Limitation:** The research will be focused realia to improve vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón

1.5 Rationale

It is confirmed that English is the language for distinction, since it allows the development of different fields that the world system contains, and the Educative field is one where English has become a significant instrument for its development.

Nowadays, Education offers a lot of resources for practicing activities used in class for the betterment of abilities in English Language with the adequate use. In general, it refers to development of the four skills with the purpose to achieve the advancement of each skill through the correct application of a pedagogical resource.

English develops four skills: Listening, Speaking, Writing and Reading that during the teaching-learning process should acquire for the improvement of the knowledge as a consequence to speak English is essential and it is a requirement to obtain the capacity of acquiring knowledge to communicate in the correct way.

The skills are the ability to transmit an assignment with pre-determined results often within a given amount of time. Skills are divided in two groups domain general and specific domain. The general domain can include time management and motivation. The specific domain is only for a specific work. Skills are known as assignable skills that are applicable to a wide range of functions. The principal requirements for developing the skills to a communication effectively, maintaining a positive attitude, planning and organization.

Vocabulary is considered as the set of words that the principal objective is communicate, moreover has an important part in English. Vocabulary is

elementary to obtain other skills. It is the basic competence that needs to be taught in schools. The goal is to contribute the acquisition of useful words. Vocabulary is the great tool of communication to deal with life.

Usually, students of seventh grade present a low level of knowledge about English Language for different reasons under developing the required abilities; it is a serious problem through the innovation and important implementation of correct teaching strategies they could express in a correct manner and learn in the assigned time facilitating the correct management of communicate in English.

This investigation is important since it improves vocabulary in students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón based in the use of real items that permits the interaction between students using pedagogical strategies during the use of realia students could apply communication techniques as terms, expressions and personal opinions using adequate vocabulary through the dynamics activities.

During this investigation, students discovered new vocabulary that is useful in the language, with the correct application of the proposal that contains activities, and evaluations that measure the knowledge. The students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón could reinforce the skill in each activity then can develop the required activities. In Teaching-learning process the application is in relationship with the Community Language Learning, it allows to interact and use the new teaching.

1.6 Research Objective

To analyze the current application of didactic resources in the English language for the improvement of Vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón, La Libertad, Province of Santa Elena. School Year 2016-2017.

1.7 Idea to defend.

Realia as a teaching strategy will improve Vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón.

1.8 Scientific Tasks.

1. To establish the theoretical framework about Realia for the improvement of Vocabulary.
2. To identify the current methodology focused on vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón.
3. To implement Realia activities to improve Vocabulary among students of seventh grade at Escuela de Educación Básica Rosendo Felix Mejillón.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of the Key Terms

The definition of key terms is necessary for the correct interpretation of the main arguments. The researcher defines three relevant terms. These will avoid misinterpretation that can drive us to confusing meaning.

1. Realia

In Education, Realia means objects from real life used in classroom instruction. It is usually used by educators to improve students understanding of other language using real things and bring them into the classroom.

2. Didactic Resources

Didactic resources are the instruments that contribute to improve the aims where the extra material in class is essential as a consequence it can increase the interest of the students. The implements that teachers use, like flashcard, computer, videos, can be used for diverse ways with the same purpose of doing a class and catch the attention of students.

3. Vocabulary

Vocabulary is a list of words their meanings. It is the main part in the language; as a consequence that is an important skill.

2.2 Previous Research

Today, in a globalized and competitive world while the more abilities a person acquires the more opportunities he has. In Ecuador, it is important to learn a second language especially if it is a foreign language. For instance, English Language also is an educative alternative where students could approach to a new culture. The English specialists suggest that the introduction to this language should start at an early age not only by convenience of the knowledge but for the effectiveness of the communication.

According to Chiodi, A. (1993) states that the problems of the education based on the learning area should be incorporated in an educative planning of the language. It indicates that the frequent problems in the teaching-learning process are pedagogical and theoretical focused on the effective solution for consolidate an educative model, reflect and apply models, strategies and techniques of Teaching English how approach based on the education.

Vocabulary performs an objective of construction and develops meanings through process that requires effective spoken communication being able to express the

ideas clearly. According to the content and style of the audience and promoting the interaction with people to change conversations.

2.2.1 English Teaching

English teaching is a communication strategy of social and cultural interaction, the modifications in relation with the world have made that the English Language achieves to adequate importance especially in the teaching-learning process. The main goal is to contribute in the development of the communication that is fundamental for the English language.

When the professor teaches English as a second language with the objective of integrating in the classroom linguistic and pedagogical knowledge, contributes to communicate in a fluency manner in all the areas. English has become in the global language of communication by excellence as a consequence to be a transcendental language. Negative and questions Language had achieved a high percentage that will considerate as predominant.

According to Harmer, J. (2015) establishes that English learning should be continuous and innovate, through methods and procedures that approach to the knowledge accompanied with the grammatical and didactic way to better comprehension. Some elements contribute with the quick learning as flashcards, audios, music or objects of the real life that permit the development of the abilities as it associates with the personal life and could be a funny learning.

2.2.2 Importance

English Teaching should be considered as an input and complement of education; it is also a language without barriers. English is innovative and relevant in our society. Therefore, English is an access way of the information and interaction with the speakers. English contains factors that encourage learning for the future situations in relation to the education and business.

2.2.3 English teaching at general basic education

English is definitely the principal and relevant language that transcends limits as a consequence of involves components necessary as technology, academic and general information in English also learning and speaking abilities more than one foreign language is important to express and communicate with people that speak this language. The Education must do the defiance of contributing concerning to the evolution process of student knowledge.

Confronting the obstacles presented, Ecuadorian Ministry of Education declares three strategic issues: The significance of English language as a need the lack of instrument for the actual development. The obligation to create the English study program to ideologies like the Common European Framework of Reference: Learning, Teaching, Assessment. The Communicative Approach is directly accepted as it comprises a theoretically appreciate the ideologies regarding the nature of English.

The role of education is to improve learning conditions in schools. It is at this time performing acceptably to achieve the indicators that are projected during the academic process towards the efficiency reforms and implement satisfactory waiting excellent results completing all the activities.

Ecuadorian Ministry of Education recognizes that the key objective of the English Language Curriculum proposal is to tolerate students to increase their communicative language skills through the reflection of these ideologies: Language is the structure of the communication and conduction of meaning constructed in objective of learning of the students.

2.2.4 THE COMMON EUROPEAN FRAME REFERENCE

The Common European Frame References is an instrument that suggests a guide for teachers as textbooks, text trainers and educational administrators with the objective of contribute in the learning. It also performance an important part in language and universal education procedure as a consequence that explain (1) what language students should be capable to accomplish diverse stages of the learning development and (2) that knowledge and proficiency require to communicate successfully in the principal role of the Education and surmount the educative obstacle (Council of Europe, 2003).

Common European Frame Reference proposes a range of six language abilities levels that are organized from A1, for those who are at beginning level, to C2, for those who should introduce language at high stages of communication. The

simplifies the challenge of appreciative and construing stages of evolution for the period of teaching- learning process and diverse language knowledges, experiences and necessities for learners, educators and educator trainers.

As a consequence, the Common European Frame Reference provision employers and educational organizations to associate the experiences. In conclusion, in order to let a common ground for language learning Common European Frame References provides assessment indicators for each language abilities (speaking, listening, writing and, reading).

2.2.4.1 Common European Frame Reference Levels

The six stages recommended by the Common European Frame References have been selected as follows:

A1-A2: fundamental operators of the language;

B1-B2: self-sufficient operators of the language;

C1-C2: knowledgeable operators of the language.

However, as the purpose of these Curriculum Guidelines is for learners to succeed a B1 stage of ability, permitting to transfer successfully as independent users of English, a meticulous explanation of only three stages will be on circumstance that to understand what the complete purposes at each period are in the following paragraphs:

Level A1: This is proficient level when language learners are skilled of understanding and applying terminologies that are used habitually to gratify direct requirements. In this level, the learners can familiarize to the topic and express as speaker expresses measured and perfect. On this stage, for instance, students are competent to implement themselves and development others and permit personal information about their actions, tasks and, belongings to people that distinguish them as long as the talker speaks adequate and openly.

Level A2: This is skillful when the students are proficient of comprehend used expressions in areas in which they are educated, as basic information about their personal information or pleasure. At this level, the students have the ability to talk in order to perform simple tasks and routine activities that need small verbal interaction of information in relation the daily activities.

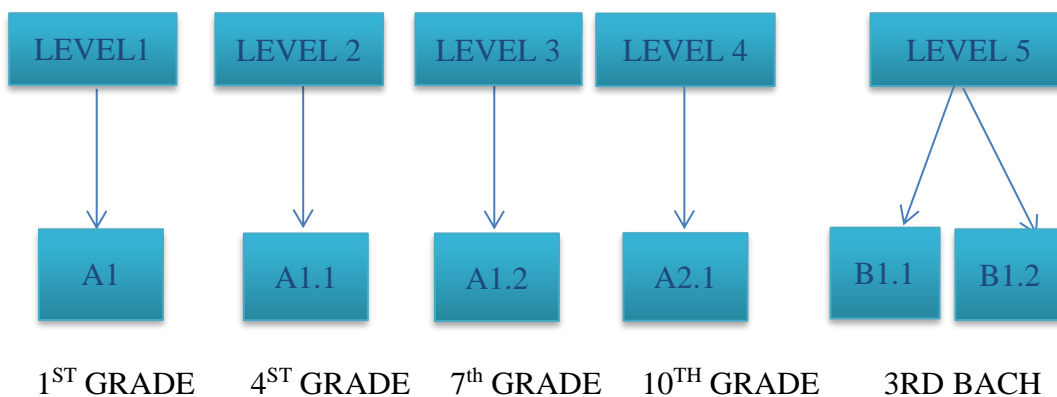
2.2.4.2 Common European Reference Levels in the Ecuadorian Educational System

Common European Frame References established that unconnected arguments between stages, permitting ascending the levels and their descriptors accommodate to local requirements and implicate to engaging them return to a basic structure of Educational system. The three preceding language capacity periods will be presented in the free educational organization persistently through a separating method as showing in Illustration

Levels of skillful and their application per school year.

These are the Level of Proficiency according the National Curriculum Guidelines:

Chart N° 2: Level of Skillful



Source: National Curriculum Guidelines

Author: The Ecuadorian Ministry of Education

2.2.5 English in seventh grade of basic education

The Ecuadorian Ministry of Education considered English as an essential subject, it is implementing since Eighth grade to Third Year Bachillerato at Public Schools and the first role is interacting and communication. At the end of this level, students will be capable to obtain a fundamental vocabulary of expressions and words associated to their educational and personal experience (Daily life, environment, and free time), students could have limited control over few simple grammatical structures, and use basic expressions to impact and obtain real information.

The Ecuadorian Ministry of Education establishes that Students of Seventh Grade do not dispose Exit Profile, through a Government disposition; it obligates schools

to teach English only since eighth grade. The Ministry of Education issued through the resolution 41-014 published on March, 11, 2015 not to modify the curriculum in relation to workload of the subject of Foreign Language (English) in force for the particulars and public schools.

Furthermore, the Ministry ensured in the disposition, that the establishments that offering English or another foreign language inside the study program, in the first grades of General Basic Education, should continue providing this instruction. Several authors have discussed these issues as books, academic articles, etc.

2.2.6 Vocabulary

According to Hornby, A. (1995) establishes that the vocabulary is a list of words with the correspondent meanings. Vocabulary is the association with the meaning. Moreover of be important it acquired the ability to recognize words. Vocabulary is the skill of recognize words and meanings.

It is one of the key influences in English Language. Vocabulary is the fundamental aspect to develop the skills in the languages as a resource of communication. Associated to English Teaching-Learning Process, language abilities such as listening, speaking, reading and writing require a coordination of words that are known as Vocabulary. It is the principal protagonist in English Language Teaching.

According to Zimmerman, B. (1997) vocabulary is considered as one of the most essential aspects of second language and importance is referred to increasing a scientific and rational basis for selecting the vocabulary content of language courses. Hatch, E. and Brown, C. (1995) Vocabulary is a set of words for a specific language or a list of words that individual speakers of a language might use. Also, Burns, P. and Brown, B. (1975) establish that Vocabulary as the stock of words used by person, experience or profession. Vocabulary is all words of particular language which is understood and used by the speakers of the language.

The main purpose is to achieve levels specific for communication. Developing vocabulary contributes with different aspects to personal and professional life. Interact and participate in an informal discussion in the simple way asking and answering with simple questions.

2.2.6.1 Importance of Vocabulary

Vocabulary is the fundamental mechanisms of language that should be learned and trained. It is fundamental to language and of unconfident importance to characteristic language student without an appropriate vocabulary. Vocabulary is a principal toward some language acquisition process specifically in introducing and correlating verbal items.

Taylor, L. (1991) states that the vocabulary is important started in the life based in the experiences. Daily expressed the feelings or named the objects. The names are essential for the constructing of vocabulary. It is necessary to use the appropriate words for a better communication in the speakers.

Krashen, S. (1998) considers that the vocabulary takes an important place in the language. The general objective of skills is achieved that the learners understand and learn in the process of acquisition of knowledge.

2.2.6.2 Types of Vocabulary

2.2.6.2.1 Basic Vocabulary

It consists on the basic words where people can communicate in effective form of verbal communication using storytelling that contributes with key values that demonstrate an organization providing to sight words as nouns, verbs, adjectives.

2.2.6.2.2 High Frequency/ Multiple Meaning Vocabulary

It consists in a high frequency of words that associate with a domain. These words appear in whatever situation as conversations or literature. High Frequency has influenced in speaking and reading. It is important for reading comprehension as a consequence increase a descriptive vocabulary.

2.2.6.2.3 Low Frequency, Context, Specific Vocabulary

According to this kind of vocabulary could be effective communicators. It is vital part of the communication. It consists in the low frequency of the words with a specific domain. The Domains include hobbies, occupations, professions, technology, etc.

2.2.6.3 Principles of Vocabulary

2.2.6.3.1 Dual Coding

According (Paivio and Desrochers, 1981) Dual Coding express the meaning twice, where the person expand on learned material as verbal association and visual imagery.

2.2.6.3.2 Avoiding cross-association

Avoiding cross association is forming incorrect form-meaning correspondences. Cross association occurs when a word is similar in form or meaning, is taught learnt together.

2.2.6.3.3 Repetition/Recycling

Repetition words are essential for to consolidation of form importance relationship and elaboration of words knowledge. Repetition is the process of repeat across a long time.

2.2.6.4 Techniques of Vocabulary

According to Lewis, M. and Jimmie, H. (1997) there are some techniques of Vocabulary to implement and contribute in the knowledge.

2.2.6.4.1 Demonstration

Demonstration is physical display of the form, outline or substance of objects for the purpose of increasing knowledge of such objects. In some cases it also involves telling others about the characteristics of some objects or activities.

2.2.6.4.2 Use the real thing/ Realia

In order to explain new vocabulary and contribute to enter in the student observances, the teacher can use real items. Especially concrete items, it is usually easier to show the item while explaining its meaning. The teacher can use the objects already in the classroom such as table, chair, board, etc.

2.2.6.4.3 Draw/ Sketch

Teachers can draw or make sketch of some activity on the board. Teachers can make easy and quick sketches which demonstrate meaning. A quick sketch with as few lines is adequate for the easy learning.

2.2.6.4.4 Antonyms

Antonyms define the opposite of the word. The teacher can illustrate by contrasting the meaning of a word with its antonyms. The important is that the students understand the general meaning of the word

2.2.6.4.5 Synonyms

Synonyms are words that contain the similar meaning. (Lewis, 1997) there is a little point in simply providing another new word to explain the one the students does not understand.

2.2.6.4.6 The Dictionary

It helps to select the correct meaning. Translation is a technique which put the L2 into other language. In this technique the teacher translate the L2 into the student mother tongue language. In some cases adults used dictionary after a word read and context then they determine the meaning.

2.2.6.4.7 Translation

Translation technique which put the L2 into other language. In this technique the teacher translates the L2 into the students' mother tongue language. Translation technique however, probable applied in monolingual group, but even in multilingual groups it is difficult to translate into all the necessary language.

2.2.6.5 Components of Vocabulary

2.2.6.5.1 Word Connection

It is a source of vocabulary, all the people need to communicate of different manners with the purpose of connect with the words and tray to obtain words and concepts associate to the familiar. Trough ideas, needs, intentions and information express among vocabulary strategies.

2.2.6.5.2 Significance

Is the practice of defining unfamiliar words that frequently used for the communication. The target vocabulary word has no significance to the student because the definition is also significance. Significance could be adequate language and is with different tools can attach significance as pictures and narratives.

2.2.6.5.3 Context Clues

These are words, phrases and text features that give clues to the meaning of an unknown word. It is based in the organization of the words. It is the manner of recognizing words that not associate with the daily vocabulary. Context clues strategies provide a sentence no effective narrative with the intention of obtain a complete structure of narrative.

2.2.6.5.4 Word-Rich Environment

It refers to Vocabulary instruction; students can expose the new words that they learned. Teachers catch the attention asking the students and work in the indicate time with a good environment.

2.2.6.6 Aspects of Vocabulary

In teaching vocabulary, the teacher should concern on the aspect of vocabulary that need to be taught.

2.2.6.6.1 Form: Pronunciation and Spelling

The form a word involves the pronunciation, spelling, and any word parts that make up this particular item. The teacher needs to make sure that both the aspects are accurately and learned.

2.2.6.6.2 Grammar

Students generally need grammatical rules at the moment of connected to a sentence. It is important to provide information to the learners and teach the importance of the base form.

2.2.6.6.3 Collocation

Collocation presents a combination of the words by introduction words together.

2.2.6.6.4 Aspects of Meaning

The aspects need to be taught is meaning relationship that is how the meaning of one item related to the meaning of others. These meaning relationships are namely:

- a.1. Synonyms:** the meaning is the same or near to the correct.
- a.2. Antonyms:** is the opposite the correct meaning.
- a.3. Hyponyms:** referent an example of specific concept.
- a.4. Co-Hyponyms:** similar kind of time
- a.5. Super-Ordinates:** is the general concept.
- a.6. Translation:** words in the learner mother tongue.

1. Word Formation

A new item of vocabulary may be more than a single idea. Word Formation contributes to the process of combining a word.

2.2.6.7 Realia

Realia are real items found among us to help teach and appreciate the English Language. It contributes to make English Language improvement as

comprehensible possible and to build an associative connection between the classroom and the world, in benefit of both.

Realia is fit for beginner because most of lesson material of the class is about things. By using Realia the teacher can improve the students understanding because Realia makes concrete of what is talked about.

Realia is a supporter of Communicative Language Teaching that is identified as authentic. It is all original objects that illustrate topic/material to contribute to build background knowledge. It is a real situation with the objective to guarantee a different class and motivational. For example, when teaching about the fruits, the teacher uses a real fruit, flashcards or toys. Realia is used to afford opportunities to the students that used all the senses in the learning.

According to Gower, D. (1995) defines to Realia is the manner of interacting inside the classroom used to illustrate vocabulary and structure. Allen (1983) states that Realia is associate between classroom and language. The use of Realia adapts the integrity and authenticity of the class.

In Education, Realia are items from real life used in classroom. Realia includes objects used by educators to contribute students to comprehend better other experiences and real life situations. The Realia has an extensive meaning, which includes pictures of objects from a country where the objective language is spoken.

According to Chiarantano, S. (2005) states that the use of Realia involves real objects or items which are used in the classroom as a didactic resource to demonstrate and teach vocabulary. Certainly, Realia is used as a support to facilitate language acquisition and production of this. Realia includes vocabulary, language and, spaces it in a construction of language. It needs to be appropriate since the objects around the students.

Using Realia in the classroom contributes to provide a more creative and active teaching learning environment and provides adequate understanding. It is associating between language and culture. Helping language learners review the connection helps them understand more clearly the meaning of language.

Smith, C. (1997) states that students can associate the language to the objects in the material. By using Realia in the classroom, young learners can improve their experiences of learning through see, hear, touch and manipulate items to work in the classroom.

Marier, (2004) states the use of Realia with the adequate application of activities can be implemented in the teaching learning process as a consequence this tool is significant in the procedure. The students are qualified to be involved dynamically in the activities and develop them correctly.

Realia is the element that students adapt in the process in the acquisition of new vocabulary that they apply them. In achievement to acquire new vocabulary and words, students need to have the real and accurate meaning of world presented by words. To contribute the students to figure out the words and the teacher needs

media to present the idea become reality. It is considered to be different to run the teaching process to be more pleasant and interesting.

2.3 Philosophical Basis.

Piaget, J. (1983) states that the studies done through theoretical systems pretended to announce all the stages of the cognitive development and explain specifics domains of behavior in an evaluative process. These studies began with the intelligence and the construct of capacities of the humans focused in the moral mind of the childhood analyzed through the growth.

According to Graddol, D. (1997) establishes that English offers a great deal of opportunities in the world and consider that is appropriate language with intelligent changes that contribute in the teaching-learning process. In the future, aspire that the English language exceed more of the limits as a consequence of the provide benefits for learn.

According to Edgar, (2003) considers teachers must be a mediator, a supervisor and an organizer of learning actions to learners, so they must increase in students the appropriate learning. Teachers must not only transmit the information of a class inside the classroom. Therefore, they must look for an implement that contribute to the elaboration of classes in order to teach correctly and in an interesting way.

According to (Cameron, 2001) the abilities are developed when the objective is to make sense, logic of the speech, the focus or center is undertone rather than the language for appreciating what people are talking.

According to Pesantez (2010) didactic guide is useful for instructors in the teaching-learning process since the principal goal is that students learn English in a natural way allowing them to practice with the current information that the society disposes. It means that students can learn better if they dispose of the information with they feel comfortable, of course those information must be focus on academic data, and with the implicit information, teacher must prepare them with dynamic activities which engage learners to learn more with participation and collaboration

Teacher must know their students and their personalities to select the correct techniques, methods and style that they can assimilate in their learning for example in the visual-perceptible learners, tactile-touching learners and auditory-touching learners.

According to these kinds of styles, teacher must do their best way at the time to teach, they have to choose and select activities that students can handle them without much effort. According to Pesantez, (2010) students are involved in learning problems with English, so, if the didactic games are applied in their teaching, their classes are going to be more confidential improving their subject at school. Teachers can affect children and their lives respectively if they teach by encouragement to learn.

By applying didactic games, teacher can introduce two or three topics at the same class in one day that would be better for him, since in this way, he could achieve the implicit objective of the class and therefore the teaching schedule. In addition, using didactic games, teacher can check a lot of grammar and vocabulary in a few minutes, since those kinds of games contribute children remember easily.

2.4 Educational Basis

According to Medina (2003) didactic is a pedagogical discipline that is focused on the teaching-learning goals and it engages the target of better human existence; it only works among the permanent change of the public communicative expansion. In addition, if teachers must study techniques and methods to increase the teaching-learning process to approach in a deep and significant way the knowledge in the procedure of attainment of English as a foreign language.

Didactic strategies must be seen as: objective of the teaching-learning procedure arrangement to reach the goals, in that learners achieve knowledge of forgotten content as the capability of collaboration with correlation to the differences between students, and value of people.

According to Harmer, J. (2012) the interpretations of English around the world and what it is performance is based on different ambits. However for financial, business and technological reasons, the English Language is indispensable in the world. The significance and use of English Language is necessary for getting a good job or exchange information with other people as a consequence it is the most significant language in different areas.

According to Richards, J. (2009) Education is an important process of acquire advanced knowledge; it develops the inspirations to obtain complete learning preparing oneself or others in an academic way for the future. Education changes the development of people and contribute in the life as a consequence it provides with the information which benefit to solve problems.

According to the national curriculum of Iceland (2007) The importance about teachers can contribute standing or sustaining a variety of ways at the time to use activities which require learners to be imaginative in discerning and by highlighting individual learning and collaborative learning equivalence. In order to do this, teachers must not be afraid of using didactic games along with other methods; they must combine well prepared teaching techniques and games together.

In addition, students can be comfortable with this kind of teaching, since they consider innovating the teaching way, so teachers can stimulate who may have stood in an inactive form due to the deficiency of interest. It can be used in students of different ages, the more use they give it, the more creativity open. Teacher must select the specific tool for the specific age, or workgroup, whatever the tool, the objective is the same.

2.5 Legal Basis

This research is legally based on:

The Constitution of Ecuador (Article 347, Numeral 9) establishes that it is mandatory to guarantee the bilingual education system in which it used as principal language of the nationality and Spanish as language of intercultural

relation, control the mandatory of public politics of State and with absolutely respect to all the duties of town and nationalities.

The Law of Intercultural Education on its article 5 establishes the education is an obligation to guarantee the right of the people. it is mandatory to provide access to study with the objective to generate conditions of services. The state in order to implement new strategies in the schools to achieve a quality service according to the social problematic in relation to the school needs and solve the inconvenient through the National Education Authority.

The childhood and Adolescence Code on its article37, numeral 3 in relation with the education establishes that it is mandatory to ensure educative proposals for to attending the needs of childhood and adolescence with priority the incapacity student or that live in a situation of major attention of opportunities of learn.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The design of this research was based on qualitative method; this approach permitted to acquire specific and adequate results about the improvement of vocabulary to seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

3.1.1 Qualitative Method

This research used the qualitative method in order to collect precise information about the use of Realia, the researcher interviewed professionals and specialists: Director, teacher and students at Escuela de Educación Básica Rosendo Félix Mejillón.

3.1.2 Inductive-deductive Method

This relevant research used inductive and deductive method. The deductive method required information about Realia was collected, analyzed between authors, and finally evaluated for the paper. The inductive method, the researcher

began with minor observations to make assumptions about improvement of vocabulary among seventh grade students from Escuela de Educación Básica Rosendo Félix Mejillón.

3.1.3 Scientific Method

The Scientific Method permitted to show the real improvement of vocabulary through an organized observation to seventh grade students from Escuela de Educación Básica Rosendo Félix Mejillón using Realia.

3.1.4 Observation Method

This method contributed to find out detailed information and documented some events about causes and effects of the problem associated to the use of Realia to improve vocabulary of the seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

3.1.5 LEVEL OR TYPE OF RESEARCH

Field Research: It was indispensable to acquire efficient information on the existing position of Escuela de Educación Básica Rosendo Félix Mejillón precisely to students of seventh grade regarding the implementation of Realia through didactic resources it will be implemented in the context of seventh grade students since it is the objective population involved in the problematic.

Bibliography Research: It permitted to explore and select scientific and theoretical foundations on the topic of investigation, the central focuses listed inside the theoretical framework associated to Vocabulary and the use of Realia in education were established using this level of investigation.

Correlational Research: This method measured the degree of relationship between the specified problem (of the students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón) and the proposal (implementation of didactic activities using Realia).

Field Research: This is a field research since it allowed the collection of important information from students at Escuela de Educación Básica Rosendo Félix Mejillón, through the application of this research, surveys and interviews were applied.

Applied Research: This type of research allowed the implementation of Realia in order to improve vocabulary process and vocabulary knowledge of the seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

3.2 POPULATION AND SAMPLE

3.2.1 Population

The population of this research was composed by all the 16 students of the seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón.

Chart N° 3: Population

N°	Description	Quantity	%
01	Director of Escuela de Educación Básica Rosendo Félix Mejillón	1	4%
02	Teacher at Escuela de Educación Básica Rosendo Félix Mejillón	1	4%
03	Seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón	19	83%
04	English Language Experts	2	9%
TOTAL		23	100%

Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

Escuela de Educación Básica Rosendo Félix Mejillón has 16 students in Seventh grade. It has 9 Teachers, 1 Director, and 1 General Coordinator; it does not have an English Teacher as a consequence the Seventh Grade Guide is the responsible of teaching all subjects (assigned teacher).

3.2.2 Sample

Since the size of the population is manageable, the 100 % of the population was studied. The sample is not calculated as a consequence the population is small and covers all for research.

3.4 VARIABLES OPERATIONALIZATION

Independent Variable: Realia.

Chart N° 4: Independent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Realia are real items found among us to help teach and appreciate the English Language.	Tools Actions Result	Classroom Didactic material Vocabulary activities	Do you consider that the application of didactic materials facilitates the learning process of the students? Will the use of resources improve vocabulary to seventh grade students? Are the teachers able to use Realia in the classroom?	Survey Interview Focus Group Video- camera

Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

Dependent Variable

Dependent Variable: Vocabulary.

Chart N° 5: Dependent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Vocabulary is a list of words with the correspondent meaning.	Teaching methodology and strategies Acquisition process Vocabulary comprehension Vocabulary Use	Oral Language Production Motivation Cooperative Learning Didactic Resources	Do you consider that learning vocabulary contributes to learn English language to your students? Do you think the use of materials improves teaching vocabulary? Will vocabulary improve the communication abilities of seventh grade students at Escuela de Educación Básica Rosendo Felix Mejillón?	Observation Interview Focus Group Questionnaire

Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The following techniques were applied during the process of this research: Observation, Interviews, and Recording.

3.5.1.1 Observation

It was applied directly to the students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón; this technique allowed to observe the process, the methodologies and strategies applied in the vocabulary activities through an observation guide.

3.5.1.2 Interview

This technique was used to obtain direct information of the Director of Escuela de Educación Básica Rosendo Félix Mejillón and English Experts, from the first interviewed it was possible to know the use of Education at Escuela de Educación Básica Rosendo Félix Mejillón and from the English Experts it was possible to compare the use of vocabulary among other modalities and to take advantage of its application.

3.5.1.3 Survey

This technique was applied to collect detailed information through questions to students regarding the problem and the proposed solution; it allowed gotten results about the advantages and disadvantages of the implementation of Realia to improve vocabulary among students of seventh grade. The survey is applied directed to the total population of the research.

3.5.1.4 Focus Group

Focus group is a study technique used to know and study the opinion of the students it was used specifically to measure the knowledge of the students at the beginning and the end of the implementation of the research.

3.5.2 Research Tools

3.5.2.1 Camera, Video – camera.

This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the implementation of the vocabulary activities using Realia.

3.5.2.2 Notebook

This instrument was used to take note of the different activities that realize the students in the process of the implantation of the research paper to develop the knowledge throughout this study.

3.5.2.3 Recording

It was applied directly to the students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón; this technique was allowed obtain information with records thoroughly the methodologies and strategies applied on Realia in the vocabulary activities.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the interviews and focus group, mathematical calculations and statistical charts were done in order to current this research paper; the following chart provides a complete descriptions:

Chart N° 6: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve vocabulary of students.
2. From which people or objects?	Students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón.
3. About what aspects?	Vocabulary activities using Realia
4. Who?	Katuska Lilibeth Ponce Hermenejildo
5. To Whom?	Students and Professors.
6. When?	2016 - 2017.
7. Where?	Escuela de Educación Básica Rosendo Félix Mejillón.
8. How many times?	Three weeks during the academic year 2016 - 2017.
9. How?	Individually and by group.
10. What data collection techniques?	Observation Guide, interviews, and focus group
11. With what?	Lists, questionnaires and cameras.

Source: Escuela de Educación Básica Rosendo Félix Mejillón.

Author: Katuska Lilibeth Ponce Hermenejildo.

3.7 DATA PROCESSING PLAN

Chart N° 7: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low vocabulary and low use of tools was determined through focus group directed to students and professors of seventh grade from Escuela de Educación Básica Rosendo Félix Mejillón, the use of tool to improve vocabulary for students.</p>	<p>When the problem was exposed the researcher started looking for related information at: Books, articles, internet, among others. Besides an interview with the Director of Escuela de Educación Básica Rosendo Félix Mejillón is scheduled.</p>	<p>Once the problem was confirmed in Escuela de Educación Básica Rosendo Félix Mejillón, a focus group and interview were made (focus group for students and interviews for Principal, Directors and English Teacher), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the low vocabulary students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón, it was important to involve the Director of the school and professors in the incoming process in order to improve vocabulary in the learners.</p>	<p>The use of didactic resources will improve English vocabulary and practice students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón, La Libertad, Province of Santa Elena. School Year 2016-2017.</p>

Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Interview directed to Principal of Escuela de Educación Básica Rosendo Félix Mejillón.

Question 1: What is your criteria about the Education System in Ecuador?

Interpretation: The Principal Lic. César Bazán mentioned that Education System in Ecuador to advanced, he makes reference to university education since he considers that each applicant should choose what wants to study and be in the future with the purpose to have excellent results and achieve goals.

Question 2: What is your appreciation about the Education in Santa Elena Province?

Interpretation: The Principal of the Escuela de Educación Básica Rosendo Félix Mejillón said that he has seen a great change but mentioned that there are still disadvantages since sometimes teachers do not cater to teach a large number of students and by this reason the problem is reflected because there is no student control.

Question 3: What is your criteria about the English Teaching-Learning Process?

Interpretation: The principal mentioned that this process is very good because there is an interrelationship between teachers and students; the students already have knowledge and the same time, when the students express their ideas at the classroom, the teacher is in charge of polishing the acquired knowledge.

Question 4: What are the main problems in the English Teaching- Learning Process?

Interpretation: The Principal considered that in the English Teaching process he does not see that are problems, but he assured that the teachers are in charge to teach a class that impacts the students and leaves a significant learning.

Question 5: Do you consider that learning vocabulary is important in English Teaching- Learning Process?

Interpretation: The Principal affirmed considered that vocabulary is essential because if a person does have a good lexicon this cannot be expressed correctly.

Question 6: Do you think the use of materials improve teaching vocabulary?

Interpretation: The Principal mentioned that through the use of materials the students improve their vocabulary that if by putting into practice is learned and is more beneficial than the students believes because in this way he acquires knowledge.

Question 7: Are the teachers able to use Realia in the classroom?

Interpretation: The Principal affirmed that all teachers are trained to apply realia in the classroom because it is the way to make the students grasp in a better way.

Question 8: Could vocabulary improve the communication abilities of Seventh Grade at Escuela de Educación Básica Rosendo Felix Mejillón?

Interpretation: The Principal considered that vocabulary is necessary and the seventh grade students need improve this, it also considers that it is essential that the students acquire an excellent vocabulary but it is a joint work to develop this ability.

Question 9: Could you mention relevant advantages of the use of Realia during the Teaching-Learning Process?

Interpretation: The Principal mentioned that the principal advantage of realia is that is used in all the areas because it develops the intellect in students.

Question 10: What suggestions would you give teachers that want to implement Realia in the classroom?

Interpretation: The Principal mentioned that the suggestion is that innovate in addition to their daily planning should apply extra educational strategies for better understanding of the class to reinforce it and it is necessary to apply in real practice because a teacher who is not creative is an inert teacher.

Question 11: Do you agree with the implementation of Realia in students of Seventh Grade?

Interpretation: The Principal mentioned that he agreed with the implementation of realia because it will be for the benefit of students in relation to the education and new educational strategies.

3.8.2 INTERVIEW TO ENGLISH LANGUAGE TEACHING SPECIALIST

CHART N° 8: English Language Expert's Information

PERSONAL INFORMATION OF ENGLISH LANGUAGE SPECIALIST	
Full Name:	Marisol Edith Gutierrez Santos
Degree and qualifications:	Lic. En Ciencias de la Educación
Current Job	English Teacher at ESPE(FAE)

Question 1: Do you consider that teachers use appropriate materials in their English classes?

Interpretation: The specialist Lic. Marisol Gutierrez considered that it depends on the coordination work of each institution. Private schools provide the adequate tools to apply their knowledge and the difference with public schools the teacher should adapt to the little resources that these institutions have because they do not have budget.

Question 2: What is the role of vocabulary in the English language process?

Interpretation: The specialist mentioned that vocabulary plays an important role in the process of learning English, it is essential that students learn vocabulary since it contributes to understand and express their ideas.

Question 3: Do teaching resources facilitate learning of vocabulary?

Interpretation: The specialist said that vocabulary must be taught with illustrations or examples of real life in order to be understood meaningfully.

Question 4: According to your criteria, what techniques or methods can be used to improve vocabulary on students?

Interpretation: The specialist considered that the best option to improve vocabulary is to use activities, strategies or realia as flashcards, games, and with examples of everyday life that motivate students.

Question 5: Do you contemplate that the use of didactic resources or Realia improves the teaching of vocabulary?

Interpretation: The specialist established that the main advantage of using real objects into the classroom is to make the learning experience be significative for the students.

Question 6: Are the teachers able to use realia in the classroom?

Interpretation: The specialist commented that each teacher should innovate the methods, and strategies to apply in class of this manner the students will appreciate a funny and entertaining class and their interest of learn can increase.

Question 7: Are the teachers trained to use realia in the classroom?

Interpretation: The specialist mentioned that this should be a requirement in an English class, and not only for children. All learners need to be motivated to develop skills of a new language in an effective way.

3.8.3 Interview directed to Assigned Teacher

Question 1: What is your criteria about the Education in Santa Elena Province?

Interpretation: The seventh grade teacher Lic. Orlando Bazán considered that the system of education in Santa Elena Province has virtues and failures. The teacher commented that currently it is an obligatory requirement that the teachers finish their university studies as a consequence the education is innovating constantly.

Also the teacher said that one the deficiencies of the education system is that there is not an adequate system, it is only adapted to others, he suggested that educators should investigate and obtain new knowledge to familiarize to this system as the province has capable professionals of these educational advances.

Question 2: What is your criteria in relation the Education at Escuela de Educación Básica Rosendo Félix Mejillón?

Interpretation: The teacher mentioned that the acceptance of parents indicates that the institution is in the correct way since the education that offers is the adequate with excellent quality.

Question 3: How important is learning English for your students?

Interpretation: The teacher considered that learning English is not only an optional language as an optative subject or obligation to travel other country; it is fundamental since it is a transcendental language that we should speak around the world.

Question4: Do you consider that the application of didactic material facilitates the teaching-learning process of your students?

Interpretation: The teacher considered the application of didactic materials are important since the class takes an interactive environment, the teacher is a guide and the students are the principal authors through the application of these resources as projectors, boards and interactive games facilitates the teaching-learning process.

Question 5: What are the benefits of using didactic resources during the vocabulary instruction?

Interpretation: The teacher mentioned that the use of didactic resources during the vocabulary instruction motivated students to learn of a better way

Question 6: How frequently do you use realia in your English classes for teaching to students?

Interpretation: The teacher indicated that use of realia is important at the moment to apply it in class he analyzes the advantages and disadvantages; also he uses educative tools with the objective to make a significative learning.

Question 7: What kind of didactic materials or realia do you use in your English classes?

Interpretation: The teacher expressed that he uses all kind of possible materials that he can apply in class; the objective is that students learn in a better way.

Question 8: Will vocabulary improve the communication abilities of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón?

Interpretation: The teacher affirmed that vocabulary is indispensable because it allows students to understand the adequate use of the words.

Question 9: What suggestions would you give to teachers that want to implement realia in English classes?

Interpretation: The teacher considered that the unique suggestion is that educators plan each class correctly, because every teacher has own method to teach in the best possible way.

3.8.4 Survey directed to students

Question 1: Do you like English classes?

Interpretation: The totality of students considered that have affinity for the English classes because it is an important language that provides opportunities to communicate with foreign people.

Question 2: How do you consider the English class?

Interpretation: All students totally agreed that English classes are interesting because English is a funny subject with several educational opportunities.

Question 3: How often do you reinforce this subject?

Interpretation: A group of students mentioned that they reinforce English four times a week and the minority of students said that they reinforce this subject every day.

Question 4: How often do you practice vocabulary?

Interpretation: Students answered that they practice vocabulary four times a weekend order to increase their knowledge.

Question 5: Do you consider that the use of realia is important in class?

Interpretation: The majority of students considered that the use of realia is very important.

Question 6: Do you know any realia to practice vocabulary?

Interpretation: The minority of students answered that they do not know realia to practice vocabulary and some students mentioned that they know some realia in class as projector, books, notebooks and board.

Question 7: Would you like to improve vocabulary?

Interpretation: The majority of students considered that they would like to improve vocabulary to communicate with other people and know the basic vocabulary, but there are few do not like.

3.8.5 Analysis of results – students

Results of this survey showed that students considered that English is one of their favorite subjects since speaking this Language provides advantages. The study of vocabulary is very important during the Teaching – Learning process, they also consider that they dedicated four hours a week vocabulary practice but it in some cases it does not contribute to the learning, that is one of the principal reasons why their vocabulary abilities have not been developed satisfactorily.

In order to solve this problem students believe that the use of realia with didactic materials could bring a solution since it allows students to work on their own schedule and study habit.

On the other side, they considered that the implementation of vocabulary activities using realia will contribute to improve their vocabulary since this benefits the seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón in English Language.

3.8.6 Transcription of Focus Group

Moderator:	Katiuska Lilibeth Ponce Hermenejildo
Place:	Escuela de Educación Básica Rosendo Félix Mejillón
Date:	10/January/2017

Objective: To establish the opinions of students, their experiences and recommendations about the implementation of Realia in which through a series of activities they engaged in vocabulary with didactic materials in funny way

<ol style="list-style-type: none"> 1. Avila Pozo Brihany Dayanara 2. Balón Gutierrez Erick Daniel 3. Borbor Yagual Kerly Julexy 4. Correa Asencio Jean Pierre 5. Gonzalez Concha Alex Roberto 6. Guallo Angulo Keyra Domenica 7. Herrera Rueda Crishian Yordi 8. Malavé Delgado Emily Elizabeth 9. Morales Quimi Breston Santiago 10. Moran Suares Domenica Estefania 11. Orrala Quirumbay Briggitte Zulay 12. Palma Yagual Dayana Carolina 13. Peñafiel Mejillones José Manuel 14. Pozo López Sullany Selena 15. Reyes Del Pezo Christopher Anthony 16. Rodriguez Guerrero Itsamary Kristell 17. Urdiales Véliz Jacqueline Elizabeth 18. Vera Poveda Jeremy Jeremias 19. Villón Gonzabay Christian Fernando 	<p>Students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón</p>
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Transcription

Moderator:	Do you like English? Why?
Cristhian	“Yes, because I like to learn languages.”
Emily	“Yes, when I want travel to another place the people speak English, the English facilitates me speak with them.”
Jean Pierre	“Yes, I like to learn languages for travel to other countries.”
Moderator:	How many hours do you study English daily?
Kerly	“I study one hour daily.”
Brithanny	“I study one hour daily.”
Jeremy	“I study one hour daily.”
Moderator:	What are the tips to study?
Breston	“I use computers and books.”
Itsamary	“I study in a quiet place.”
Alex	“I study in a quiet place with my notebooks and books.”
Moderator:	How do you consider the use of Realia within English learning process?
Keyra	“I consider that it is important because I can learn more.”
Jose Manuel	“Because it can help to have a fluid English.”
Sullany	“Because English helps us to speak with other people in the correct way.”
Moderator:	Are you interested in the English Language? Why?
Brigitte	“Yes, because it helps to learn to the language and I can travel to a place where I can speak this interesting language.”

Jaqueline	“Yes, because I want travel to another country, I know English.”
Keyra	“Yes, because this contribute much in my studies.”
Moderator:	Why do you study English?
Alex	“I study to learn more.”
Emily	“I study to learn more.”
Moderator:	What kind of tools uses to study?
Cristhian	“I use books.”
Itsamary	“I use notebooks, books and papers.”
Breston	“I use books, notebooks, and computer.”
Moderator:	What didactic resources teacher applies in class?
Brithanny	“The teacher uses the projector, notebooks.”
Kerly	“The teacher uses projector.”
Jose Manuel	“The teacher uses projector and books.”

3.8.7 Analysis of Results- Focus Group

The results showed that students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón considered that the learning of English as foreign language is important for them since it can provide opportunities such as communicate with foreign people, meet other countries where English language is fundamental. A high number of students considered that educational teaching resources with authentic materials could contribute to their learning.

However, some students of this course have low level of vocabulary. For this reason students considered that vocabulary is boring. Besides, the students mentioned that using educational tools to improve vocabulary could contribute to their learning process and improve this skill.

They had different points of view about the improvement of vocabulary through cognitive activities using Realia in their class. The students expressed that the improvement of vocabulary through didactic activities may contribute to the learning of vocabulary for the students.

The majority of students considered that these kinds of resources to promote vocabulary with activities, games and others could be dynamic and interesting. When students learned about the implementation of Realia to improve vocabulary, they coincided with the thought that Realia might be the best option for them to improve this skill.

3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1 CONCLUSIONS

1. Seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón had low level of English vocabulary knowledge since most of them were not able to fulfil the exercises of the Pre-test.
2. The principal, the assigned teacher, the seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón and the English language teaching specialist considered that vocabulary should be taught using different strategies, and resources since vocabulary is an indispensable part in the English Language acquisition.
3. The application of realia is an excellent option for students of seventh grade in order to improve their English vocabulary since it motivates students learn in a didactic way.

3.9.2 RECOMMENDATIONS

1. It is recommended, that English teachers be more aware about the vocabulary teaching process and encourage their students to improve their vocabulary knowledge since it is required for the development of the skills.
2. It is suggested that English teachers implement strategies and activities using different didactic resources in order to develop more entertaining English vocabulary classes
3. It is recommended to implement realia during the vocabulary instruction to seventh grade students; it will be a useful didactic resource to improve vocabulary.

CHAPTER IV

THE PROPOSAL

4.1 TITLE OF PROPOSAL

“IMPLEMENTATION OF REALIA ACTIVITIES TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.

INFORMATIVE DATA

4.1.2 Executing Institution

Escuela de Educación Básica Rosendo Félix Mejillón

Illustration N° 1: Escuela de Educación Básica Rosendo Félix Mejillón



Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

4.1.3 Beneficiaries

Students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón.

Illustration N° 2: Seventh grade students



Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

4.1.4 Location

La Libertad, Province of Santa Elena.

Illustration N°3: Location of Escuela de Educación Básica Rosendo Félix Mejillón



Source: <https://www.google.com.ec/maps/@2.2296609,80.9111102,280m/data=!3m1!3m1!3>

4.1.5 Estimated Time for Execution

3 Weeks

4.1.6 Responsibles

Author: Katuska Lilibeth Ponce Hermenejildo

Advisor: Ing. Xavier Antonio Almeida Briones, MSc.

4.2 PROPOSAL BACKGROUND

In the Education context, there are many aspects about the adequate methods and strategies to teach English as a foreign language, designing, implementing an English language curriculum framing quality standards in the educational institutions. The students who are involved in this process need to consider the resources which can be useful in an English class and the possibility to access it.

The Application of traditional methods involves a monotonous environment that affected the teaching-learning process and the achievement of the new knowledge of students. The Education field has confronted considerable changes in terms of procedure and strategies. Consequently, the implementation of innovative resources and dynamic activities is necessary for the stimulation of student motivation for learning providing support resources for teaching and learning of the language.

The main objective of the development of this research is to improve and contribute to the teaching and learning process of English Language providing

students with the opportunity to practice one of the most important parts of this language such as vocabulary and, increase the communication skills. Therefore, this proposal provides the use of didactic resources that benefits both teachers and students in the teaching-learning process.

4.3 FEASIBILITY

This proposal was possible because of an agreement made with the principal of this educational institution Lic. César Bazán Tomalá, who decided to collaborate with the development of this proposal; Escuela de Educación Básica Rosendo Félix Mejillón counts with basic materials such as board, books, projector, and speakers that made possible the designing and the implementation of realia based on the necessity to improve vocabulary on students of seventh grade.

All resources needed for this project were feasible thanks to the support of the principal, assigned teacher, the students and their parents. Their contribution was a fundamental step in this work which facilitated to make this project real.

4.4 SIGNIFICANCE

Nowadays, Education offers a lot of resources to improve the vocabulary practice with activities used in class for the betterment of abilities in English Language. Generally, it refers to all didactic materials to service of the teaching and is essential in the process of knowledge transmission of teacher and students. The didactic resources constitute the series of resources use that benefits the teaching-learning process.

This investigation is important since it improves vocabulary in students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón established in the use of real items that permits the interaction between students using pedagogical strategies for the period of the use of realia, students could apply communication techniques as terms, expressions and personal opinions using adequate vocabulary through the interactive activities.

The students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón could reinforce the skill in each activity then can develop the required activities. In this manner, they can improve their vocabulary. In Teaching-learning process the application is in relationship with the Community Language Learning, it allows to interact and use the techniques based on English.

4.5 OBJECTIVES

4.5.1 General Objective:

To improve the English vocabulary of Seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón through the implementation of realia in order to better the communication skills.

4.5.2 Specific Objectives:

1. To establish the vocabulary knowledge level of seventh grade students through the application of a Pre-test.

2. To determine the adequate teaching resources for improving English vocabulary to seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

3. To implement realia activities with didactic resources on seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

4. To evaluate the use of realia activities through a Post-test among seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

4.6 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.6.1 What is Realia?

Realia are real items found among us that help to teach and appreciate the English Language. It contributes to make English Language improvement as comprehensible possible and to build an associative connection between the classroom and the world, in benefit of teachers and students.

According to Alvarez, (2011) establishes that using realia is an excellent teaching technique with authentic material for the learning of English Language with activities that can be performed with such real objects in the classroom of foreign languages. It should be mentioned that this type of material is not only suitable for students also for teachers as they give a real and dynamic character to the activity.

Illustration N°4: Realia



Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.6.2 Benefit of using Realia

The application of realia activities during the teaching learning process provides some benefits for teachers and mainly for students. In the vocabulary instruction, realia activities are necessary since they are a medium to facilitate the vocabulary practice and comprehension. Some benefits of realia activities are listed below

1. Realia activities stimulate the mind, and are one way of encouraging creativity by involving the senses and increase students' motivation.
2. Realia activities are designed and applied for students who are acquiring or revising their knowledge with their support, these materials are learning materials or learning sources.
3. Realia activities allow students to practice vocabulary.
4. Furthermore, realia activities can be used for evaluating students' knowledge.

4.6.3 Realia for the Proposal Implementation

For the development of this proposal, it was necessary the implementation of realia activities for engaging students during the vocabulary instruction. Some of the realia activities applied for each class of this proposal are described below:

4.6.3.1 Flashcards

Flashcards were used in order to provide students the graphic representation of vocabulary words.

Illustration N° 5: Flashcards



Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.6.3.2 Cards

The application of cards is useful for students since they are didactic resources that catch their attention. Cards can be used in different activities and for different purposes, as reinforcing spelling or pronunciation of words.

Illustration N°6: Cards



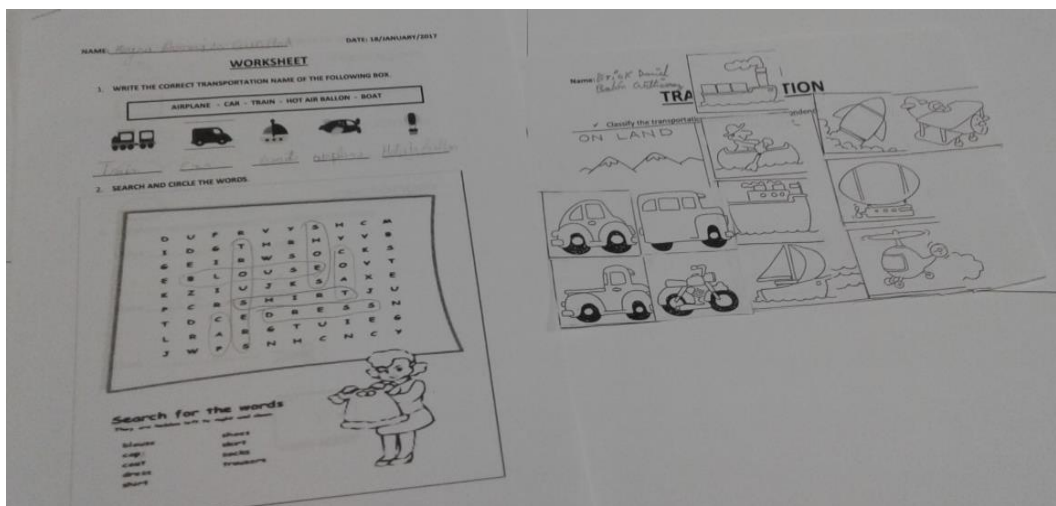
Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.6.3.3 Worksheets

Worksheet is an instructional tool that allows children to put concepts and ideas into practice learned during the vocabulary instruction. A worksheet may be used by the teacher in order to allow students to practice certain topics learned in class.

Illustration N°7: Worksheets



Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.6.3.4 Posters

Posters are practical resources applied during the vocabulary instruction for the student preparation. Posters were used for introducing new vocabulary.

Illustration N°8: Posters



Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.6.3.5 Puzzle

A puzzle is a skill game that consists in a recompose a picture or figure combining in the correct way pieces of different forms. It is an excellent way of entertainment and develops the student knowledge as an excellent strategy.

Illustration N°9: Puzzles



Source: Materials of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.7 CONTENT OF ACTIVITIES

Chart N° 9: Content of Activities

N°	ACTIVITY	RESOURCE	RESOURCE	RESPONSAL
1	Posters recognizing Parts of the Body	Humans	Flashcards, Realia, card, projector.	Students and teacher
2	Puzzles of Geometrical Shapes	Humans	Flashcards, Realia, card, projector.	Students and teacher
3	Association of Transportation	Humans	Realia, flashcards, worksheets.	Students and teacher
4	Clothes you use	Humans	Realia, flashcards, worksheets, magazines.	Students and teacher
5	Identifying the Classroom Objects	Humans	Flashcards, Realia, cards, worksheets.	Students and teacher
6	Brainstorming: Synonyms- Antonyms	Humans	Cards, flashcards, Realia.	Students and teacher


7	Association of Professions	Humans	Flashcards, cards, posters, Realia.	Students and teacher
8	Identifying Commands	Humans	Flashcards, Realia, picture. Cards, songs.	Students and teacher
9	Guess the character: Physical Appearance	Humans	Cards, Realia, flashcards, posters.	Students and teacher
10	Describe your typical day	Humans	Cards, computer, projector.	Students and teacher

Source: Activities for the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.8 ACTIVITIES FOR THE PROPOSAL

Activity N°1: Parts of Body

Activity: Posters recognizing the parts of body.	Course: Seventh Grade
Resources: Flashcards, realia, cards, projector.	Time: 40 minutes
Vocabulary: Head, shoulders, knee, foot, arm, leg, hand, fingers, face.	
Objective: To recognize the parts of body by using flashcards, cards and realia.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces new vocabulary about parts of the body by using flashcards. ✚ Teacher encourages students to repeat the pronunciation of the new vocabulary words.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives students some cards with a human body. ✚ Students follow the instructions to the song “parts of the body”.
Evaluation:	<ul style="list-style-type: none"> ✚ Students are evaluated by asking them to touch the parts of their bodies and report their names.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°2: Geometrical Shapes

Activity: Puzzles of Geometrical Shapes	Course: Seventh Grade
Resources: Flashcards, realia, cards, projector.	Time: 40 minutes
Vocabulary: Circle, square, rectangle, triangle, oval, rhombus.	
Objective: To identify geometrical shapes through the application of realia.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces vocabulary about geometrical shapes using cards and realia. ✚ Teacher encourages students to repeat the pronunciation of geometrical shapes. ✚ Teacher asks students to report the geometrical shapes orally.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives students some cards with geometrical shapes. ✚ Students follow teacher instruction and create a figure with geometrical shapes.
Evaluation:	<ul style="list-style-type: none"> ✚ Students unscramble the piece of puzzles and report the name of geometrical shape.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

Activity N°3: Transportation

Activity: Association of transportation	Course: Seventh Grade
Resources: Realia, flashcards, worksheets.	Time: 40 minutes
Vocabulary: Airplane, bus, car, train, boat, bicycle.	
Objective: To recognize means of transportation by using flashcards and posters.	
	
Introduction:	<ul style="list-style-type: none"> + Teacher introduces new vocabulary about the means of transportation by using flashcards. + Teacher encourages students to repeat the pronunciation of each vocabulary word.
Activity:	<ul style="list-style-type: none"> + Teacher shows students flashcards and with pictures of transportation means. + Students cut and paste the pictures of transportation in the paper according the correspondence and report their names.
Evaluation:	<ul style="list-style-type: none"> + Students are evaluated by reporting the transportation mean they see in a flashcard.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°4: Clothes

Activity: Clothes you use	Course: Seventh Grade
Resources: Realia, flashcards, worksheet, magazines.	Time: 40 minutes
Vocabulary: T-shirt, pants, shirt, shorts, blouse, dress, socks, skirt.	
Objective: To identify clothes for boys and clothes for girls through the visualization of flashcards.	
	
Introduction:	<ul style="list-style-type: none"> + Teacher introduces new vocabulary about clothes using flashcards. + Teacher encourages students to repeat each vocabulary word focusing on their correct pronunciation.
Activity:	<ul style="list-style-type: none"> + Students identify clothes for boys and clothes for girls and then color
Evaluation:	<ul style="list-style-type: none"> + Teacher asks for two volunteers (one boy and one girl) and encourages students to report clothes for boys and clothes for girls.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°5: Classroom Objects

Activity: Identifying the Classroom Objects.	Course: Seventh Grade
Resources: Flashcards, realia, cards, worksheets.	Time: 40 minutes
Vocabulary: Table, board, marker, door, window, wastebasket, sharpener, scissors.	
Objective: To recognize objects from the classroom using Realia, flashcards and cards.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces vocabulary about objects from the classroom using flashcards. ✚ Teacher encourages students to repeat the pronunciation of objects from the classroom.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives students some cards with words about the new vocabulary (objects of the classroom). ✚ Students are asked to report the name of classroom objects loudly while they are pasting the card
Evaluation:	<ul style="list-style-type: none"> ✚ Students receives a worksheets and circle the picture of the object from the classroom that teacher says. ✚ Students give their worksheets to the teacher.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

Activity N°6: Synonyms- Antonyms

Activity: Brainstorming of Synonyms- Antonyms	Course: Seventh Grade
Resources: Cards, flashcards, realia.	Time: 40 minutes
Vocabulary: Good/bad, big/little, boy/girl, clean/dirty, open/close	
Objective: To differentiate the synonyms and antonyms through a brainstorming.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces nouns according the synonyms and antonyms by using a brainstorming. ✚ Teacher encourages students to repeat the pronunciation of each synonym with the correct antonyms.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives students cards with nouns of synonyms and antonyms. ✚ Students paste the cards on the board on the correct way.
Evaluation:	<ul style="list-style-type: none"> ✚ Students are evaluated by reporting the synonyms and antonyms they see in cards.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°7: Professions

Activity: Association of Professions.	Course: Seventh Grade
Resources: Cards, flashcards, realia.	Time: 40 minutes
Vocabulary: Teacher, doctor, nurse, engineer, police, secretary, carpenter.	
Objective: To recognize the professions through pictures.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces the new vocabulary ✚ Teacher asks students: What do you want in the future?
Activity:	<ul style="list-style-type: none"> ✚ Students express their ideas in relation to the professions and they answer in the correct way. ✚ Teacher gives instructions to the worksheet.
Evaluation:	<ul style="list-style-type: none"> ✚ Students are evaluated in oral evaluation when finished the worksheet.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°8: Commands

Activity: Identifying Commands	Course: Seventh Grade
Resources: Flashcards, realia, picture. Cards, songs.	Time: 40 minutes
Vocabulary: Raise your hand, open/close your book, stand up, sit down, and go to the board.	
Objective: To identify commands by using flashcards, Realia and the game " Simon says"	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces new vocabulary about commands using flashcards. ✚ Teacher asks students to do oral drilling exercises focusing on the correct pronunciation. ✚ Teacher motivates students to play "Simon says" game and follow the instructions.
Activity:	<ul style="list-style-type: none"> ✚ Students cut out pictures related to the vocabulary from magazines or newspaper and paste them in a piece of cardboard.
Evaluation:	<ul style="list-style-type: none"> ✚ Students work in pairs and use their picture books in order to report commands each other.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo


Activity N°9: Physical Appearance

Activity: Guess the character	Course: Seventh Grade
Resources: Cards, realia, flashcards, posters.	Time: 40 minutes
Vocabulary: brown eyes, curly hair, straight hair, tall, short, thin.	
Objective: To identify physical appearance using Realia through an activity.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces vocabulary about the physical appearance using Realia and cards. ✚ Teacher encourages students to repeat the pronunciation of each vocabulary word.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives students the instructions of the classwork. ✚ Students paste the pictures according their ideal physical appearance then in a piece of paper should paste and expose their work.
Evaluation:	<ul style="list-style-type: none"> ✚ Students work in pairs and use the picture according the physical appearance.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

Activity N°10: Daily Routine

Activity: Describe your typical day	Course: Seventh Grade
Resources: Cards, computer, projector, realia.	Time: 40 minutes
Vocabulary: Get up, take a shower, have breakfast, go to the school, have dinner.	
Objective: To apply the typical day through the visualization of flashcards in their daily routine.	
	
Introduction:	<ul style="list-style-type: none"> ✚ Teacher introduces vocabulary about the daily routine. ✚ Teacher encourages students to repeat the pronunciation of each the vocabulary word. ✚ Teacher use flashcards and asks students about their daily routine orally.
Activity:	<ul style="list-style-type: none"> ✚ Teacher gives to students a worksheet and provides instructions to students for working to the activity. ✚ Students do in a worksheet in the correct way.
Evaluation:	<ul style="list-style-type: none"> ✚ Students are evaluated through a worksheet about their daily routine.

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.9 STRATEGIES OF IMPROVEMENT

Chart N° 10: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<p>✚ English vocabulary classes were developed by using traditional methods and strategies which directed to the low motivation and interest of seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.</p>	<p>✚ Once the proposal was implemented, seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón improved their motivation since vocabulary classes became more dynamic.</p>
<p>✚ The low use of teaching resources during the vocabulary instruction was a reason for the little interest of seventh grade students to learn English vocabulary.</p>	<p>✚ Seventh grade students were able to practice English vocabulary through the application of different didactic resources, such as, flashcards, puzzles, cards, realia and others.</p>
<p>✚ Students evidenced low English vocabulary knowledge through the application of a Pre-test to measure the knowledge.</p>	<p>✚ After the proposal implementation, satisfactorily students improved their vocabulary knowledge.</p>

Source: Implementation of the Proposal

Author: Katuska Lilibeth Ponce Hermenejildo

4.10 EVALUATION

Before the proposal implementation, the evaluation was essential to define the English vocabulary knowledge of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón. Consequently, a Pre-test was taken in order to evaluate students and identify the failures that students need to improve.

This Pre-test was designed taking into account the level of students and it contained different activities in which students had to recognize and use basic vocabulary. At the end of the proposal implementation, a different test was taken in order to establish the English vocabulary improvement of seventh grade students. Besides, this post test was designed taking into account the vocabulary content of this proposal and it contained exercises in which students had to identify forms, professions, daily routine, and others.

4.10.1 VOCABULARY RUBRIC

Chart N° 11: Vocabulary Rubrics

	Excellent (2.5 pts.)	Satisfactory (2 pts.)	Good (1.5 pts.)	Needs Work (1 pt.)	Total (10 pts.)
Content	The information is complete. All your ideas are consistent.	Content and ideas are clearly connected to their context	Have the information but lack development	Does not express ideas clearly	
Fluency	Students were able to verbalize the ideas in an effective language,	Speaking with some hesitation, but it does not interfere with communication	Express with some hesitation, which interferes with communication	Too much hesitation, which interferes with communication	
Pronunciation	Students were able to articulate the words correctly	Pronunciation and intonation are clear and accurate with few problems	Pronunciation and intonation error make it difficult to understand the conversation	Frequent problems with pronunciations and intonation	
Creativity	Very original presentation of material.	Some originality apparent.	Material presented with little originality	Repetitive. No variety. Insufficient use of materials	

Source: Internet Research

Author: Katuska Lilibeth Ponce Hermenejildo

4.11 ACHIEVEMENT AND EXPECTED RESULTS

Chart N° 12: Pre-Test Results

N°	SEVENTH GRADE STUDENT NAMES	QUANTITATIVE	QUALITATIVE
1	Ávila Pozo Brithany Dayanara	4	Needs work
2	Balón Gutierrez Erick Daniel	4	Needs work
3	Borbor Yagual Kerly Julexy	6	Good
4	Correa Asencio Jean Pierre	4	Needs work
5	González Concha Alex Roberto	6	Good
6	Guallo Angulo Keyra Domenica	5	Good
7	Herrera Rueda Cristhian Yordi	4	Needs work
8	Malavé Delgado Emily Elizabeth	5	Good
9	Morales Quimi Breston Santiago	4	Needs work
10	Morán Suares Domenica Estefania	5	Good
11	Orrala Quirumbay Brigitte Zulay	5	Good
12	Palma Yagual Dayana Carolina	6	Good
13	Peñañiel Mejillones José Manuel	5	Good
14	Pozo López Sullany Selena	4	Needs work
15	Reyes Del Pezo Christopher Anthony	4	Needs work
16	Rodríguez Guerrero Itsamary Kristell	6	Good
17	Urdiales Véliz Jacqueline Elizabeth	5	Good
18	Vera Poveda Jeremy Jeremías	5	Good
19	Villón Gonzabay Christian Fernando	5	Good

Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

Chart N° 13: Final Results of implementation

N°	SEVENTH GRADE STUDENT NAMES	QUANTITATIVE	QUALITATIVE
1	Avila Pozo Brithany Dayanara	9.5	Excellent
2	Balón Gutierrez Erick Daniel	10	Excellent
3	Borbor Yagual Kerly Julexy	10	Excellent
4	Correa Asencio Jean Pierre	10	Excellent
5	Gonzalez Concha Alex Roberto	9	Excellent
6	Guallo Angulo Keyra Domenica	9	Excellent
7	Herrera Rueda Cristhian Yordi	10	Excellent
8	Malavé Delgado Emily Elizabeth	9.5	Excellent
9	Morales Quimi Breston Santiago	9.5	Excellent
10	Moran Suares Domenica Estefania	9	Excellent
11	Orrala Quirumbay Brigitte Zulay	10	Excellent
12	Palma Yagual Dayana Carolina	10	Excellent
13	Peñañiel Mejillones José Manuel	9.5	Excellent
14	Pozo Lopez Sullany Selena	10	Excellent
15	Reyes Del Pezo Cristopher Anthony	10	Excellent
16	Rodriguez Guerrero Itsamary Kristell	9.5	Excellent
17	Urdiales Véliz Jacqueline Elizabeth	9	Excellent
18	Vera Poveda Jeremy Jeremias	10	Excellent
19	Villón Gonzabay Christian Fernando	10	Excellent

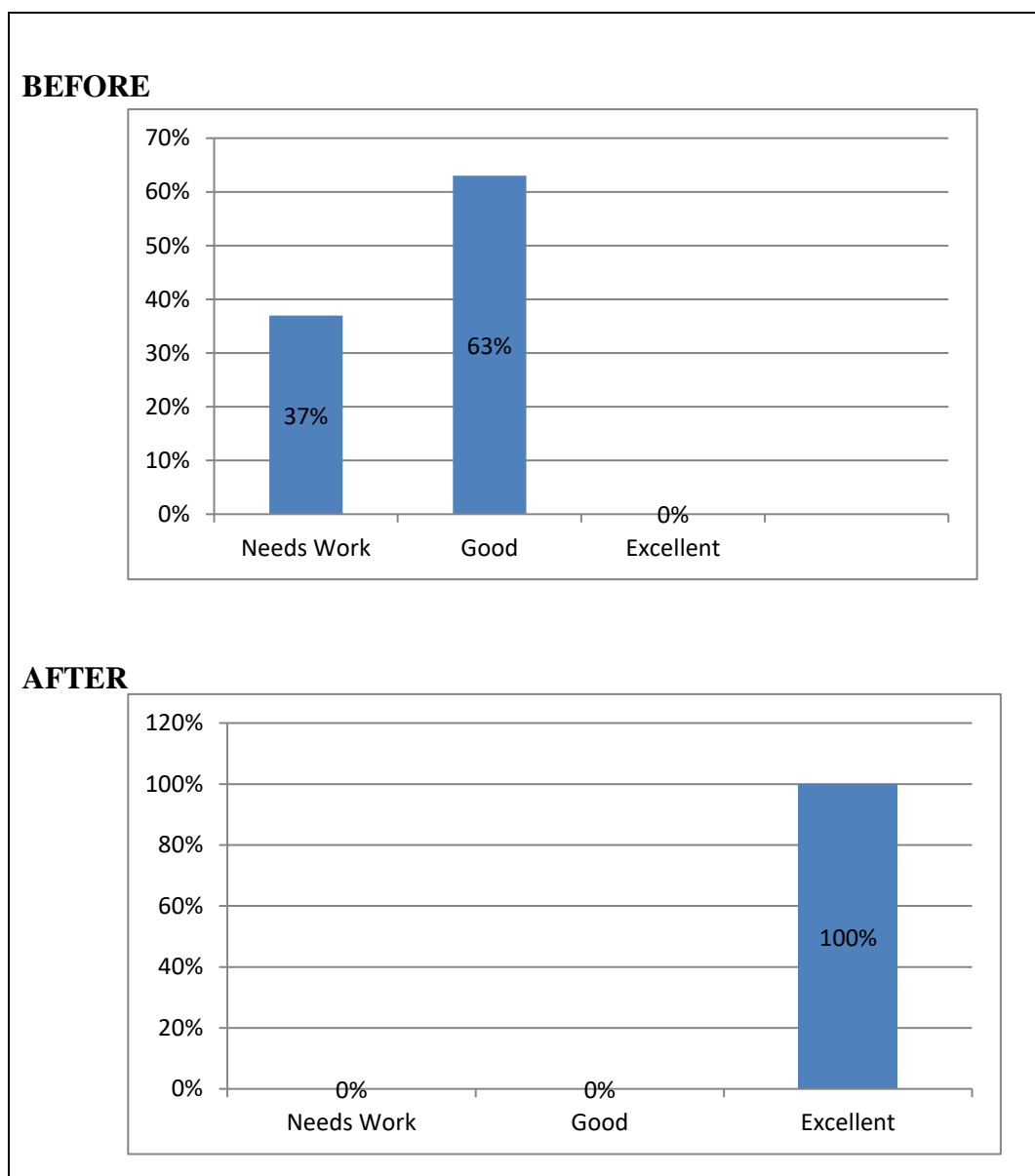
Source: Escuela de Educación Básica Rosendo Félix Mejillón

Author: Katuska Lilibeth Ponce Hermenejildo

4.11.1 Analysis of Final Results

Students of seventh grade students showed low level progress in realia activities at the beginning, but when finished the activities they improved their vocabulary. This proposal started with realia activities from their classroom to the use of realia in which they learnt how to done activities and they can motivate to improve the vocabulary.

Chart N° 14: Analysis of final results



Source: Results of Final Results

Author: Katuska Lilibeth Ponce Hermenejildo

4. 12 CONCLUSIONS AND RECOMMENDATIONS

1.12.1 CONCLUSIONS

1. Once the proposal was implemented, it was obvious that students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón improved their vocabulary in 50%.
2. Besides, it is concluded that the design and use of realia activities is necessary for the improvement of vocabulary since through their application, students are more involved during the teaching process.
3. The application of realia activities promoted the interaction, individual and group work of the seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón.

4.12.2 RECOMMENDATIONS

1. It is suggested to improve vocabulary in seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón in order to enhance the communicative skills.
2. It is recommended the use of realia to improve vocabulary to seventh grade students at Escuela de Educación Básica Rosendo Félix Mejillón since they had the probability to adapt vocabulary content easily.
3. It is suggested promoted the interaction of the students of seventh grade at Escuela de Educación Básica Rosendo Félix Mejillón through the implementation of realia activities.

RESOURCES

INSTITUTIONAL RESOURCES			
N°	DESCRIPTION	UNIT COST	TOTAL
1	Escuela de Educación Básica Rosendo Félix Mejillón	\$ 0.00	\$ 0.00
SUBTOTAL			\$ 0.00

MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	Paper ream	3 reams	\$3.50	\$10.50
3	Copies	80	\$0.05	\$4.00
4	Prints	270	\$0.10	\$27.00
4	Format A4	100	\$0.05	\$5.00
5	Cardboards	12	\$0.15	\$1.80
6	News paper	4	\$0.30	\$1.20
7	Glossy Paper	1	\$1.25	\$1.25
8	Scotch Tape	1	\$1.25	\$1.25
9	Glue	2	\$1.25	\$2.50
SUBTOTAL				\$54.50

TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY TIME	UNIT COST	TOTAL
10	Internet	4months	\$30.00	\$120.00
11	Laptop	1	\$800.00	\$1000.00
12	Flash Memory	1	\$15.00	\$15.00
SUBTOTAL				\$ 1.135.00

OTHERS				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
13	Communication	4months	\$15.00	\$60.00
14	Transportation	3 months	\$10.00	\$30.00
15	Lunch and Snacks	1 months	\$20.00	\$20.00
16	Unexpected expenses		\$100.00	\$100.00
SUBTOTAL				\$210.00

TOTAL SUMATORY			\$ 1399.50
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Author: Katuska Lilibeth Ponce Hermenejildo

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Appendixes

Attachment N°1: Laws of Constitution of Ecuador

Chart N° 16: Laws from Constitutions of Ecuador

ARTICULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 347, Numeral 9	“Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.”

Source: Constitution of Ecuador (2008)

Attachment N°2: Educational and Intercultural Law

Chart N° 17: Educational and Intercultural Law

ARTÍCULO	DESCRIPCIÓN
Art 5	<p>“La educación como obligación de Estado.- El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley.</p> <p>El Estado garantizará una educación pública de calidad, gratuita y laica.”</p>

Source: Educational and Intercultural Law

Attachment N°3: Law from Childhood and Adolescence Code

Chart N° 18: Law from Childhood and Adolescence Code

ARTÍCULO	DESCRIPCIÓN
Código de la Niñez y Adolescencia- Artículo 37, Numeral 3	“Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;”

Source: Childhood and Adolescence Code

Attachment N°4: Observation Protocol

GENERAL INFORMATION				
Observer: Katuska Ponce		Institution: Escuela de Educación Básica Rosendo Félix Mejillón		
Observed Teacher: Lic. Orlando Bazán		Course: Seventh Basic Year.		
Date: December, 2016		Beginning time:		Finishing time:
Objective: To evaluate the teacher's strategies and methodology applied to develop English vocabulary in a daily class.				
Nº	DESCRIPTION	YES	NO	PARTIAL Y
Introduction and Content				
1	Teacher establishes the objectives of the vocabulary lesson.			
2	Teacher introduces the English vocabulary appropriately.			
3	Teacher provides students the opportunity to listen to the word.			
4	Teacher asks students to do drilling exercises.			
5	Teacher shows students a picture, symbol or graphic representation of the target vocabulary.			
6	Teacher discusses the meaning of the word with students.			
7	Teacher provides students a description, explanation or example of the new vocabulary.			
Methodology				
8	Teacher applies teaching strategies which lead and motivate students to learn vocabulary.			
Didactic Resources				
9	Teacher uses didactic materials to teach vocabulary.			
10	Teacher utilizes didactic material correctly.			
11	Teacher encourages students to practice vocabulary with the didactic material.			
12	The use of didactic material promotes the students' motivation to learn vocabulary.			
13	The use of didactic resources provides students opportunities to produce the English vocabulary.			
14	The use of didactic resources stimulates the participation of all students into the vocabulary lesson.			
Evaluation				
15	Teacher verifies the results of vocabulary learning through the application of feedback activities.			
16	Teacher evaluates the students.			

Attachment N°5: Survey Applied to Principal of Escuela de Educación Básica Rosendo Félix Mejillón.



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

Objective: To determine the criteria of Principal from Escuela de Educación Básica Rosendo Félix Mejillón about the learning vocabulary in the English language process of seventh grade students and the influence of using Realia during this process.

Question N°1: What is your criteria about the Education System in Ecuador?

Question N°2: What is your appreciation about the Education in Santa Elena Province?

Question N°3: What are your criteria about the English Teaching-Learning Process?

Question N°4: What are the main problems in the English Teaching- Learning Process?

Question N°5: Do you consider that Vocabulary is important in English Teaching-Learning Process?

Question N°6: Do you think the use of materials improve teaching vocabulary?

Question N°7: Are the teachers able to use Realia in the classroom?

Question N°8: Will vocabulary improve the communication abilities of seventh grade students at Escuela de Educación Básica Rosendo Felix Mejillón

Question N°9: Could you mention relevant advantages of the use of Realia during the Teaching-Learning Process?

Question N°10: What suggestions would you give teachers that want to implement Realia in the classroom?

Question N°11: Do you agree with the implementation of Realia in students of Seventh Grade?

Thanks for your collaboration!

Appendix N°6: Interview Applied to English Language Expert



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
ENGLISH LANGUAGE EXPERT**

The aim of this interview is to collect information for the execution of the research topic “REALIA TO IMPROVE VOCABULARY AMONG SEVENTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017”

Question 1: Do you consider that the teachers use appropriate materials in their English classes?

Question 2: What is the role of vocabulary in the English Language process?

Question 3: Do teaching resources facilitate the learning of vocabulary?

Question 4: According to your criteria, what techniques or methods can be used to increase the vocabulary on students?

Question 5: Do you contemplate that the use of didactic resources or Realia improves the teaching of vocabulary?

Question 6: Are the teachers trained to use Realia in the classroom?

Question 7: Do you consider that the students can improve English vocabulary knowledge through the application of games, activities, songs, and others?

Thanks for your collaboration!

Attachment N°7: Interview Applied to Assigned Teacher



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS ENGLISH TEACHER

Objective: To determine the criteria of Principal from Escuela de Educación Básica Rosendo Félix Mejillón about the learning vocabulary in the English language process of seventh grade students and the influence of using Realia during this process.

Question 1: What is your criteria about the Education in Santa Elena Province?

Question 2: What is your criteria in relation the Education at Escuela de Educación Básica Rosendo Felix Mejillón?

Question 3: How important is learning English for your students?

Question 4: Do you consider that the application of didactic materials facilitates the learning process of your students?

Question 5: What are the benefits of using didactic resources during the vocabulary instruction?

Question 6: How frequently do you use Realia in your English classes for teaching to your students?

Question 7: What kinds of didactic materials or Realia use in your English Classes?

Question 8: Will vocabulary improve the communication abilities of seventh grade students at Escuela de Educación Básica Rosendo Felix Mejillón?

Question 9: What suggestions would you give to teachers that want to implement Realia in English Classes?

Thanks for your collaboration!

Attachment N°8: Survey Applied to Students



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SEVENTH GRADE STUDENTS**

The objective of this survey will contribute to obtain data for the research paper “REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FÉLIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”

1. Do you like English classes?

Yes

No

2. How do you consider interesting the English class?

Yes

No

3. How often do you reinforce this subject?

Everyday

Four times a week

Once per week

4. How often do you practice vocabulary?

Everyday

- Four times a week
- Once per week
- Once per month

5. Do you consider that the use of Realia in class?

- Very important
- Important
- Unnecessary

6. Do you know any Realia to practice vocabulary?

- Yes
- No

7. Would you like to improve vocabulary?

- Yes
- No

Thanks for your collaboration!

Attachment N9: Focus group to Seventh Grade Students

Moderator:	Do you like English? Why?
Cristhian	Yes, because I like to learn languages.
Emily	Yes, when I travel to another place the people speak English, the English facilitates me speak with them.
Jean Pierre	Yes, I like to learn languages for travel to other countries.
Moderator:	How many hours do you study English daily?
Kerly	I study one hour daily.
Brithanny	I study one hour daily.
Jeremy	I study one hour daily.
Moderator:	What are the tips to study?
Breston	I study in a quiet place because I do not like the noise.
Itsamary	I study in a quiet place at night.
Alex	I use books and study in silent.
Moderator:	How do you consider the use of Realia within English learning process?
Keyra	Is important because I can learn more.
Jose Manuel	Because can help to have a fluid manner of English.
Sullany	Because English helps us to speak with other people in the correct way.
Moderator:	Are you interested in the English Language?Why?
Brigitte	Yes, because it helps to learn to the language and can travel to a place where speak this interesting language.

Jaqueline	Yes, because I want travel to another country, I know English.
Keyra	Yes, because this contribute much in my studies.
Moderator:	Why you study?
Alex	I study for to learn more.
Emily	For to learn more
Moderator:	What kind of tools uses for tu study?
Cristhian	I use books.
Itsamary	I use notebooks, books and papers.
Breston	I use books, notebooks, and computer.
Moderator:	What didactic resources teacher applies in class?
Brithanny	The teacher uses the projector, notebooks.
Kerly	The teacher uses projector.
Jose Manuel	The professor uses projector and books.

Attachment N°10: Pre Test Applied to Seventh Grade Students
Barrio Abdón Calderón. Teléfono:782-218
La Libertad-Ecuador

NAME: _____ **DATE:** _____

GRADE: SEVENTH GRADE

TEACHER: KATIUSKA PONCE HERMENEJILDO

1. WRITE THE CORRECT ANTONYMS OF THESE SYNONYMS.

2. COMPLETE THE MISSING WORD ACCORDING THE NAME OF TRANSPORTATION



A__IRPL__AN__



B__S

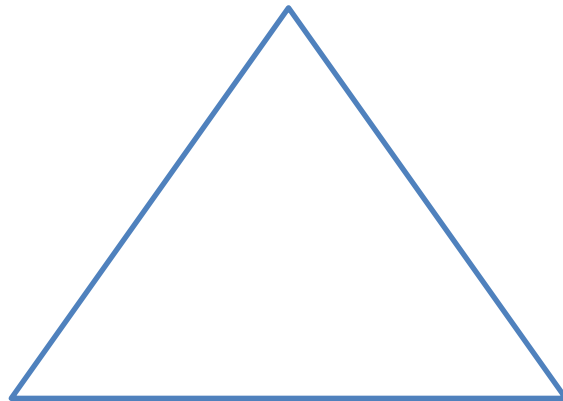
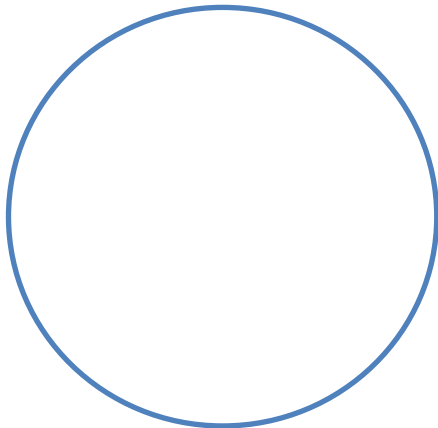


BYC__CL__



TR__ __N

3. CUT LITTLE BLUE PAPER AND PASTE THEM IN THE CIRCLE AND YELLOW PAPER IN THE TRIANGLE.



4. CIRCLE THE ADEQUATE COMMANDS ACCORDING THE INSTRUCTION.



a) sit down

b) raise your hand



a) Close your book

b) open your book



a) stand up

b) sit down

5. DRAW THE SCHOOL SUPPLIES

SHARPENER

NOTEBOOK

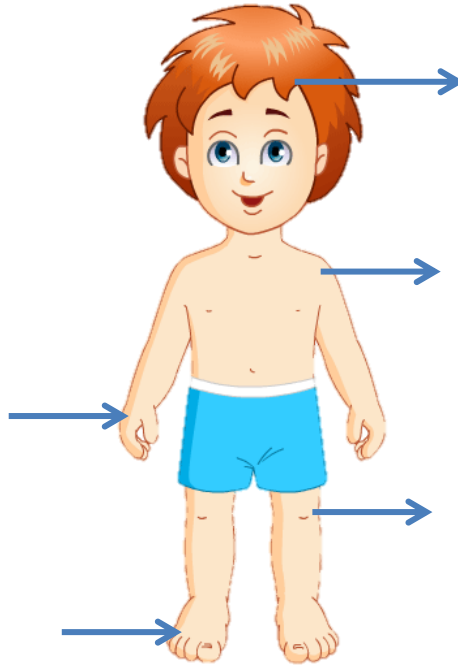
PENCIL

SCISSORS

COLORED PENCILS

RULER

6. WRITE THE CORRECT NAME OF THE PARTS OF THE BODY.



7. CROSS THE CLOTHES THAT INDICUES THE TEACHER.



Attachment N°11: Post Test Applied to Seventh Grade Students

**Escuela de Educación Básica Rosendo Félix Mejillón
Barrio Abdón Calderón. Teléfono:782-218
La Libertad-Ecuador**

NAME: _____ DATE: _____

GRADE: SEVENTH GRADE

TEACHER: KATIUSKA PONCE HERMENEJILDO

1. MATCH THE CORRECT TRANSPORTATION NAME.

N A R I T



C I E C B Y L



R I E L P A A N



S B U



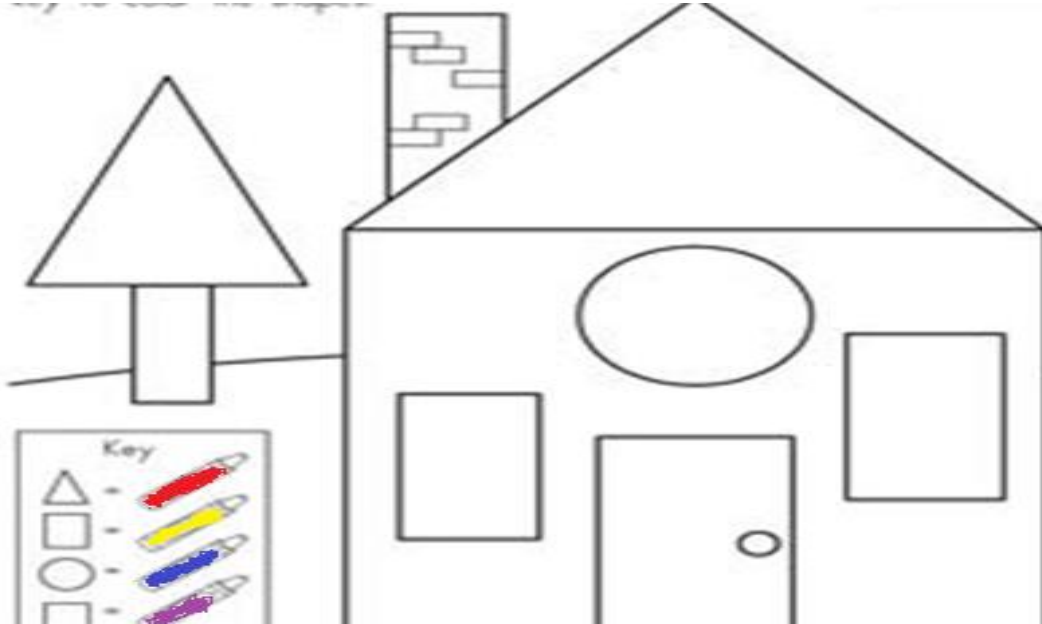
E M O R C O T Y L C



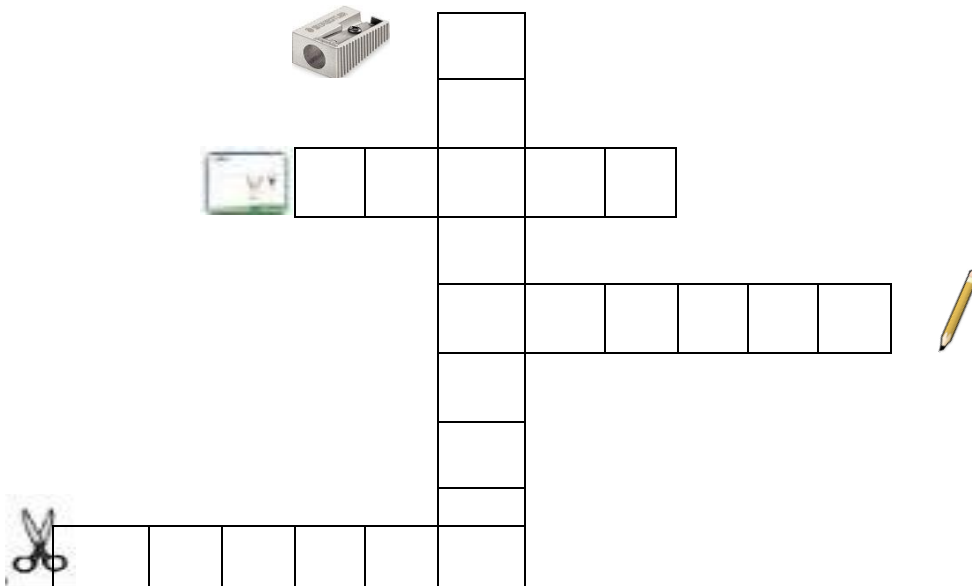
2. WRITE THE CORRECT COMMAND IN THE BOX

Raise your hand close your book stand up close the door sit down
Silence line up open the door look at the board open your book

3. FIND THE SHAPES IN THE PICTURE BELOW. USE THE KEY TO COLOR THE SHAPES.



4. COMPLETE THE CROSSWORD WITH CLASSROOM OBJECTS.



5. WRITE THE ANTONYMS OF THESE SYNONYMS.

Good _____
 Boy _____
 Cold _____

True___
 Happy
 Open _____

Attachment N°12: Seventh Grade Students

Chart N° 19: Seventh Grade Students

ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FÉLIX MEJILLÓN					
Barrio Abdón Calderón Teléfono: (2) 782-218					
La Libertad-Ecuador					
SUBJECT: ENGLISH			COURSE: SEVENTH GRADE		
N°	STUDENT NAMES				
1	Ávila Pozo Brithany Dayanara				
2	Balón Gutiérrez Erick Daniel				
3	Borbor Yagual Kerly Julexy				
4	Correa Asencio Jean Pierre				
5	González Concha Alex Roberto				
6	Guallo Angulo Keyra Domenica				
7	Herrera Rueda Cristhian Yordi				
8	Malavé Delgado Emily Elizabeth				
9	Morales Quimi Breston Santiago				
10	Morán Suarez Domenica Estefanía				
11	Orrala Quirumbay Brigitte Zulay				
12	Palma Yagual Dayana Carolina				
13	Peñañiel Mejillones José Manuel				
14	Pozo López Sullany Selena				
15	Reyes Del Pezo Cristhoper Anthony				
16	Rodríguez Guerrero Itsamary Kristell				
17	Urdiales Véliz Jacqueline Elizabeth				
18	Vera Poveda Jeremy Jeremías				
19	Villón Gonzabay Cristhian Fernando				

Attachment N°13: Investigator during the interview with the Principal



Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N° 14: Students working on class



Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N°15: Seventh grade students working on the Proposal



Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N°16: Seventh grade students working on the Proposal



Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N°17: The investigator during the proposal application



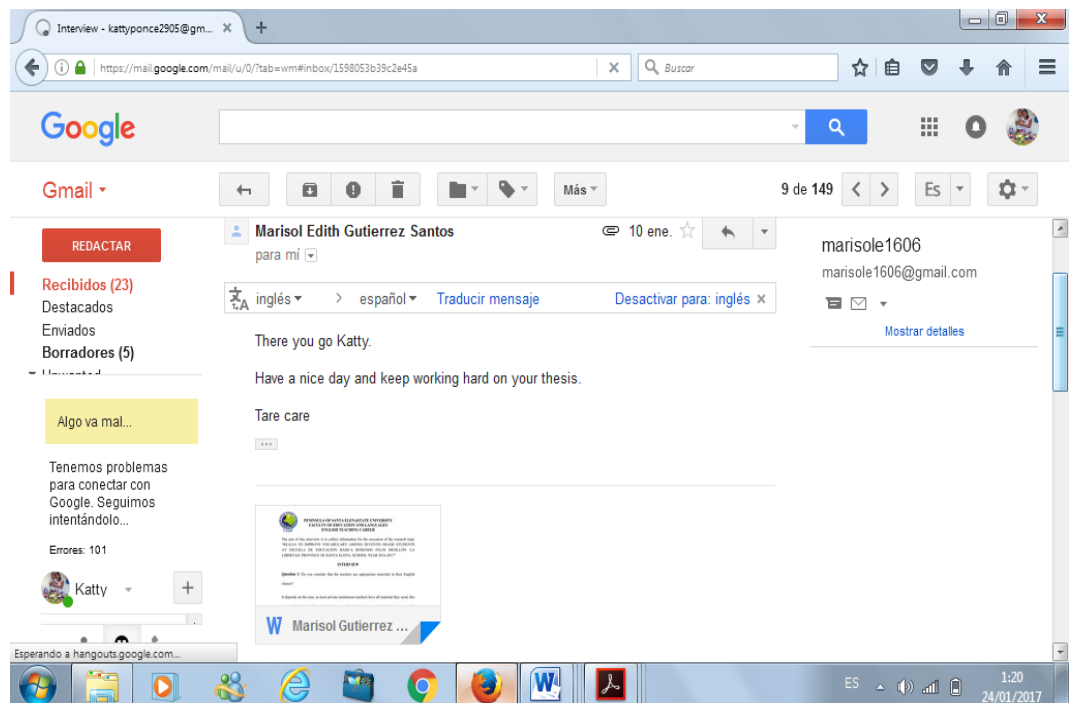
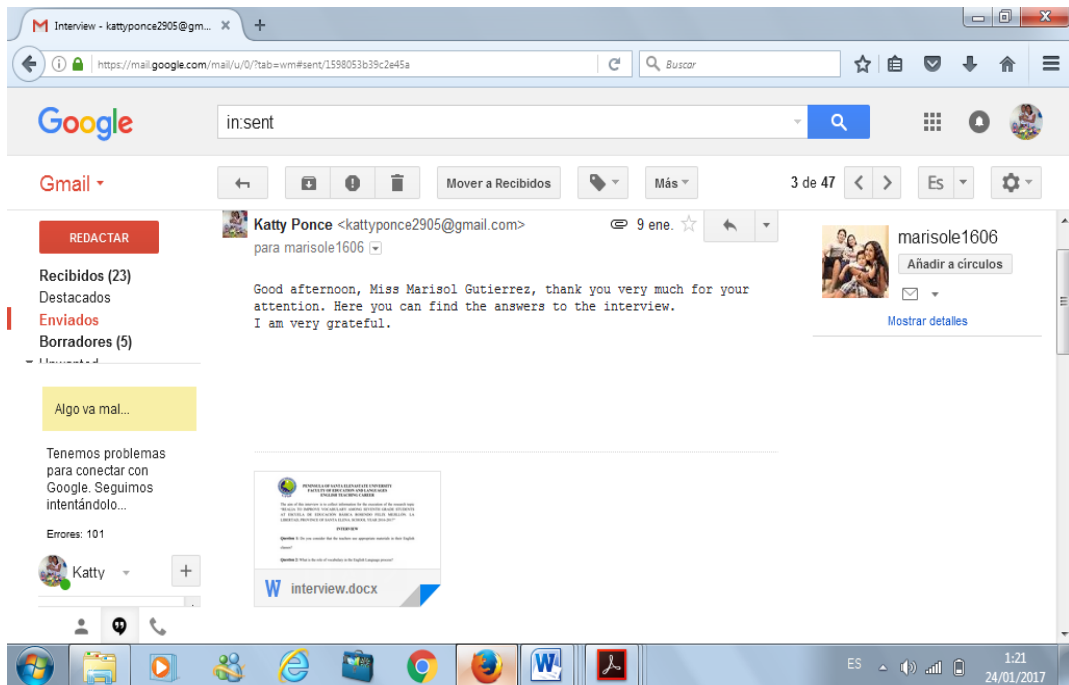
Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N°18: The investigator during the proposal application



Author: Katuska Lilibeth Ponce Hermenejildo

Attachment N°19: Interview with the English Language Expert



Attachment N°20: Request letter to apply the proposal



Universidad Estatal
Península de Santa Elena

FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Oficio N° 011-PINE-UPSE-2017-OF
La Libertad, 17 enero 2017

Licenciado
César Bazán Tomalá
RECTOR ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN
Presente.

De mi consideración:

La Srta. PONCE HERMENEJILDO KATIUSKA LILIBETH, con C. I # 240008738-9, egresada de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.	MSc. Xavier Almeida Briones.	RCA-027-2015 (10 Diciembre 2015)

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

Gracias por su atención.

Atentamente,


Glenda Pinoargote Parra, MA. Ed.
DIRECTORA CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJERO

C.c Archivo.



César Bazán Tomalá
DIRECTOR

Attachment N°21: Acceptance letter to apply the proposal



ESCUELA DE EDUCACIÓN BÁSICA
"ROSENDO FÉLIX MEJILLÓN" Y JARDÍN "LOS JUGUETONES"
INICIAL – PREPARATORIA – BÁSICA ELEMENTAL – BÁSICA MEDIA Y BÁSICA SUPERIOR
La Libertad - Ecuador



La Libertad, 17 de Enero del 2017

MSc.
Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLES
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Ciudad

Distinguida Directora:

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

La Sra. KATIUSKA LILIBETH PONCE HERMENEJLDO, portadora de la cédula N°240008738-9, ha solicitado realizar la investigación y ejecución de su PROYECTO DE TIULACIÓN cuyo tema es **"REALIA TO IMPROVE VOCABULARIO AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FÉLIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016"**, por lo que no tengo ningún inconveniente en dar debida aceptación.

Atentamente,

Ldo. César Bazán
DIRECTOR
Ldo. César Bazán Tomalá
DIRECTOR

Attachment N°22: Certification of the proposal application



ESCUELA DE EDUCACIÓN BÁSICA
"ROSENDO FÉLIX MEJILLÓN" Y JARDÍN "LOS JUGUETONES"
INICIAL – PREPARATORIA – BÁSICA ELEMENTAL – BÁSICA MEDIA Y BÁSICA SUPERIOR
La Libertad - Ecuador



La Libertad, 17 de Enero del 2017

CERTIFICO

Yo, César Bazán Tomalá, certifico que la Sra. KATIUSKA LILIBETH PONCE HERMENEJILDO, con cédula de identidad N°240008738-9, Egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en Inglés, ha desarrollado e implementado 1 tema de investigación desde el 10 de Enero hasta el presente en la Institución Educativa, la asignatura de Inglés, programa titular **"REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FÉLIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016"**.

Se expide la presente solicitud de la interesada, para los fines pertinentes,


Atentamente:

Lic. César Bazán
DIRECTOR


Lic. César Tomalá Bazán
DIRECTOR

Attachment N°23: Certification of thesis advisor

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
CARRERA DE LICENCIATURA EN INGLÉS



La Libertad, 16 de Febrero del 2017

CERTIFICACIÓN DEL DIRECTOR DE TESIS

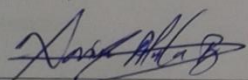
El suscrito, XAVIER ANTONIO ALMEIDA BRIONES, tutor del trabajo de titulación de la egresada PONCE HERMENEJILDO KATIUSKA LILIBETH.

CERTIFICO:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **“REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 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,



ng. Xavier Almeida B. MSc.
DOCENTE TUTOR

Attachment N°24: Urkund Report

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
CARRERA DE LICENCIATURA EN INGLÉS



La Libertad, 16 de Febrero del 2017


CERTIFICADO ANTIPLAGIO

009-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2017

En calidad de tutor del trabajo de titulación denominado **“REALIA TO IMPROVE VOCABULARY AMONG STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ROSENDO FELIX MEJILLÓN, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**, elaborado por la estudiante PONCE HERMENEJILDO KATIUSKA LILIBETH, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 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

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
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Dirección de análisis: xalmeida.upse@analysis.orkund.com Katuska Ponce

Katuska Ponce - [012] (3) Editar carpeta

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