



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

TOPIC:

“ENHACEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”, BALLEINITA, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.

RESEARCH PAPER

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

AUTHOR:

LAURA MARÍA TIGRERO JARA

ADVISOR:

LCDA. SARA GONZÁLEZ REYES, MSc.

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2016

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La Libertad, August 23rd 2016

ADVISOR' S APPROVAL

In my role as advisor of the research paper under the title **“ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”** prepared by **LAURA MARÍA TIGRERO JARA**, student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the board of examiners.

Sincerely,

**LCDA. SARA GONZÁLEZ REYES, MSc.
Advisor**

La Libertad, August 23rd 2016

STATEMENT OF AUTHORSHIP

I, **LAURA MARÍA TIGRERO JARA**, with ID number 091177707-6, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,

LAURA MARÍA TIGRERO JARA
ID 091177707-6

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DEDICATION

I dedicate this work to my mother, she has given me strength and guided my way to achieve my goals from heaven. To my daughter, for being my support during the process of this paper research; without the guidance of these two important people, my process in this academic period would not have been possible.

Laura

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Finally, I want to thank to the principal authorities of Unidad Educativa “Carrera Sánchez Bruno” for their unconditional support in the application of this proposal and to the eighth basic year students for their relevant participation in this project.

Laura

DECLARATION

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

DECLARATORIA

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LAURA MARÍA TIGRERO JARA

ID 091177707-6

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Author: Laura María Tigrero Jara

Advisor: Lcda. Sara González Reyes, MSc.

ABSTRACT

This research paper has been done through an analytical and critical process, whose main objective is to reinforce the English vocabulary through enhancement activities at Unidad Educativa “Carrera Sánchez Bruno” to eighth grade students. This research involved to the principal of the institution, teachers, students and a specialist through surveys and interview. Furthermore, a diagnostic test was taken in order to know the vocabulary level of the eighth grade students, during the implementation of the proposal, a series of activities were developed to increase English vocabulary. The participants of quantitative study, young language learners, were observed in the educational atmosphere, while the data was gathered from observations and interviews. English Vocabulary is essential tool which could be developed through activities which promote its improvement. Through the implementation of enhancement activities students had an active participation in the classroom providing them opportunities to improve their vocabulary with a supplementary and high beneficial resource. Results showed that students increased their English vocabulary after implementing enhancement activities. In consequence, it is recommended that Unidad Educativa “Carrera Sánchez Bruno” private school use it as an extra resource.

Keywords: Enhance Activities–Vocabulary– English Language.

INTRODUCTION

If you are asked the question, “From what does a language begin?” the answer is likely to be, “Words.” People use hundreds, if not thousands, of words every day without thinking about their importance for the process of communication. However, even native speakers of a language still sometimes feel frustrated when they cannot think of a word they need. Words are often called the building blocks to success on the way to language proficiency. Taken together, these building blocks constitute people’s vocabularies. The American Heritage Dictionary defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.” More than a century ago, vocabulary tests became popular in schools.

Vocabulary size was found to be a reliable indicator of mental age, and vocabulary development was considered “one of the best single measures of intelligence” (Langer, 1967, p. 157). Not many people would object to the statement that a rich vocabulary puts students in an advantageous position in school: They will better understand what a textbook or a teacher is saying, and they will learn more. At the beginning of the 20th century, linguistics and psycholinguistics relied on vocabulary measures in many experiments: studies of human learning, reading and writing ability, attention, memory, and emotions. However, in the middle of the last century, linguists’ interest in exploring of vocabulary declined. Chomsky’s conception of generative grammar redirected

linguistic research away from vocabulary toward grammar, and “excessive interest in words was followed by excessive neglect” (Miller, 1996, p. 16).

Until the 1980s, teaching and learning vocabulary was not considered as important as mastering grammar, pronunciation, reading, or writing (Richards, 1976). In 1980, Meara called vocabulary acquisition a neglected aspect of language learning and stated that vocabulary acquisition research at that time had been a theoretical and unsystematic.

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

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

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

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

Finally, chapter five shows the administrative framework, it contains the resources (materials, technological and financial).

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Title

“ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLENTA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.

1.2 Statement of the Problem

1.2.1 Context

There are many languages around the world, but one of the most important ones is English. Nowadays, there is a range of differing standard and non-standard varieties that are spoken on a regular basis in more than sixty different countries around the world. English is also, of course, the main language used for communication at an international level. This language is getting a higher range of importance: more and more people want to learn a second language and what they choose is English. English is a universal language and it is a good option because people may establish any kind of relationship with people from an English-speaking country.

A bilingual person may have more opportunities of getting jobs, enrolling for an international scholarship, and others; so, learning English is really relevant for this globalized world because of the enormous benefits. In Ecuador, English is a language that is obtaining a better position in various fields; business, economy, science, etc.; but Education is an area in which this language is being taken into consideration more than in the past. Ecuadorian schools are trying to improve the teaching of English by including different activities which motivate students to appreciate the immense worth of this foreign language. Santa Elena is one of the two new provinces of Ecuador; it is a province rich in tourism and most of the people who come, speak English. International communication has English as a shared code used mainly by non-native speakers to communicate with one another.

The lack of English knowledge in local people is a real and serious problem. They cannot understand what a foreigner says and that is why authorities of education are working on the improvement of English teaching and learning. They want students to acquire English in order to output the knowledge they learn into the classroom and communication with native English-speakers is the purpose to be achieved. As discussed in the first post, vocabulary was for long an overlooked aspect of learning a new language. During the last decades, however, the vocabulary has moved from the periphery into a central position.

We find the attention truly well-deserved, as we are confident that vocabulary, including not just words but also their meaning, orthography, pronunciation,

context and conjugation, is in the very essence of the process of learning a new language. Here are three key reasons why increasing and evolving your vocabulary is well worth the effort:

Vocabulary is the key to communication. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. The experienced second language teacher and scholar Keith S. Folse has reviewed prevailing myths about vocabulary.

The first of these myths is that “Vocabulary is not as important in learning a foreign language as Grammar or other areas”. Debunking this very common misconception, Folse points out that his worst breakdowns in communications have happened when he did not know the appropriate vocabulary. Folse tells an anecdotic story about him trying to buy flour in a small store in Japan without knowing the word “flour” in Japanese. Knowing several grammatically correct forms for asking did not do the job, nor did the attempt to describe flour as “pre-bread”. After a long and frustrating hour Folse left the store – without the flour.

There is a reason we tend to travel with a dictionary, not a grammar book. As the British linguist David A. Wilkins puts it: “without grammar, very little can be conveyed; without vocabulary nothing can be conveyed”. Unidad Educativa “Carrera Sánchez Bruno” is a Private institution located in Ballenita-Santa Elena.

It is updating its English teaching methods by including activities that motivate students to learn English in a different way. English involves four specific areas; listening, speaking, reading, writing, grammar and even though Vocabulary does not belong to the four main English skills, it is a pretty considerable area to be studied and developed. Vocabulary is not just single words; they help students to understand what other person says. The complexity of words makes vocabulary development a multi-faceted process that presents challenges to early childhood educators.

The way of practicing new words is sometimes boring and repetitive. Teachers need to upgrade their methods and techniques for getting their students to practice this necessary part of the language. Learning and practicing words or even phrases is the basis to construct future complex structures, written or spoken and an excellent form to do this is using different exercises from activities. They are really motivating because not only the tasks of the English books are enough. Worksheets with a variety of exercises for practicing vocabulary have the power of increasing the motivation of learning and through them the practice and learning of new words is guaranteed.

Enhancement activities with a variety of exercises for practicing vocabulary, this approach has a high influence in order to increase the motivation and vocabulary of learning and it guarantees the contribution to the practice of learning new words.

To sum up, the exercises will be excellent for the vocabulary learning enhancement and practice. This resource has pedagogic value for students because they will acquire vocabulary by figuring out interesting exercises which will increase students' autonomous work. Therefore, it will be easier for them to remember new words, phrases, or patterns and raise the motivation.

1.2.2 Critical Analysis

The difficulty of learning a new language is not something new. In some schools, there are students who have obstacles at learning words. A foundation of vocabulary knowledge must be in place early if children are going to perform successfully in school. Vocabulary also plays an important role in learning to read. Learning words is important, but students do not have a high number of English lexis. Teachers use the exercises of the books, but, unfortunately, that is not enough: due to the lack of vocabulary practice students are not able to understand what they listen to or read. This constitutes a serious problem in the increasing of students' English knowledge. These factors provoke that students feel a desire of reject.

One way to build students' vocabularies is to immerse them in a rich array of language experiences so that they learn words through listening, speaking, reading and writing. Therefore, it is very essential to show that worksheets with exercises are good resources to practice and reinforce the learning of new vocabulary. Students will have the opportunity to practice the vocabulary taught through

additional exercises because sometimes the exercises from some English books are not enough to acquire words which may be used for oral and written communication. Unidad Educativa “Carrera Sánchez Bruno” is an institution with a good infrastructure placed in Ballenita, canton of Santa Elena, Santa Elena province.

The main goal of the institution is to provide outstanding education to its students so it is innovating the ways in which the English classes are given by the teachers. This Unidad Educativa is open and ready to include different methods and techniques for increasing the English learning of its pupils. One way to achieve this goal is the creation of enhancement activities with various exercises that allow students to practice the words they learn in class.

1.2.3 Formulation of the problem

What will be the benefits of implementing activities to develop English vocabulary for Eight Basic Year students of Unidad Educativa “Carrera Sánchez Bruno” in Ballenita-Province of Santa Elena?

1.2.4 Guideline questions

- How important it is to learn and practice new vocabulary?
- What activities do teachers use to develop English vocabulary?
- What are the most appropriate exercises for practicing vocabulary?

- How to select the most adequate exercises for practicing new vocabulary?

1.2.5 Problem Limitation

- **Field:** Education
- **Area:** English
- **Aspect:** Activities to develop English vocabulary
- **Title:** “ENHANCEMENT ACTIVITIES TO DEVELOP ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLEENITA, CANTÓN SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016”.
- **PROBLEM:** Low level of English vocabulary in eighth basic year students of the Unidad Educativa “Carrera Sánchez Bruno” in Ballenita - Province of Santa Elena?
- **TIME LIMITATION:** The research was held during the school year 2015-2016.
- **POPULATION LIMITATION:** Eighth basic year students.
- **SPACE LIMITATION:** Unidad Educativa “Carrera Sánchez Bruno”.

- **CONTEXT LIMITATION:** This research will be centered on the importance of practicing vocabulary with exercises.

1.3 Significance of the Problem

This research is highly meaningful because it represents the way of improving the learning and practicing of new vocabulary. Many writers like Mebring (2005) argued that building vocabulary is essential for success in undergraduate or graduate students; furthermore, vocabulary is one of the parts of all language which should be taken into consideration at the moment of planning the class. Probably, vocabulary is central to the language and has a critical importance to the typical language learners claimed Coad & Huckin (1997).

In other words, learning vocabulary is vital in the learning process of any language; so the more words students learn, the more they will be able to understand in many contents. Through the creation of worksheets with different exercises for practicing vocabulary, students of Eight Basic Year from Unidad Educativa “Carrera Sánchez Bruno” will be the main beneficiaries. Students will practice new words in a different way, putting aside the old methodologies, such as writing five or even more than five times the new vocabulary on students’ notebooks that prejudgment the learning and outputting of English knowledge.

From the social point of view, exercises from worksheets will improve the students’ vocabulary. Students will provide information, ideas and opinions using the words learnt and practiced through the exercises in the worksheets. This

didactic resource is a variant in the teaching, learning and practicing new vocabulary; it facilitates the process of learning and improves the students' English word output.

To finish, the viability of this investigation may be proved by the approval of the authorities of the Unidad Educativa "Carrera Sánchez Bruno" and the researcher's desire to work on such an assignment. Furthermore, there are the resources and tools required to design, develop, fulfill and evaluate this task.

1.4 Objectives of the Research

1.4.1 General Objective

To evaluate the influence of enhancement activities in order to increase the English vocabulary in students of eighth basic year at Unidad Educativa "Carrera Sánchez Bruno", school year 2015-2016.

1.4.2 Specific Objectives

- To determine the activities teachers use for developing vocabulary.
- To determine the exercises for the group of students that develop English vocabulary.
- To design activities for practicing vocabulary in English

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research

The vocabulary teaching demands a lot of research. For this reason, many educators have analyzed how to give support in this hard task.

The main sources selected for the development of this research have been found in bibliographic and internet documentations that have information on this research topic, the same that has been chosen from different and remarkable theoretical proposals. It has helped to establish the source that has caused the problem and also has helped to find the cause of the conflict.

2.2 Philosophical basis

Education is based on the contribution to the current teaching of a greater discernment about their social role, not only in the institution but in their educational work with family and community. In contemporary society, it is necessary to improve the theoretical and scientific organizational structure of the educational process, with a view to creating a harmonious system to prepare society for men is needed in order to fulfill their tasks in all areas of the life.

2.2.1 Vygotsky's theory

Vygotsky's theory is based on the sociocultural essentially learning of each individual and therefore in the medium in which it develops. Vygotsky considered learning as one of the fundamental mechanisms of development. In his opinion, the best education is the one that anticipates the development. The social interaction becomes the engine of development. Vygotsky introduces the concept of "zone of proximal development" is the distance between the actual level of development and the level of potential development. To determine this concept we must bear in mind two aspects: the importance of social context and the capacity for imitation.

Learning and development are two processes that interact. School learning must be consistent with the child's developmental level. Learning proceeds smoothly in group situations. The interaction with parents facilitates learning. "The only good teaching is the development that comes forward. Vygotsky theory refers about the genetic code or "natural line of development" also called closed source, which is a function of learning, when the individual interacts with the environment. His theory takes into account the socio-cultural interaction, against Piaget position. We cannot say that the individual is an isolate. More of interactions, where mediators guiding influence children develop their cognitive abilities. In this regard the child can do for him, and what you can do with adult support, it is the distance that exists between two issues.

Vygotsky is the founder of the sociocultural theory in psychology. His work in this discipline was developed between 1925 and 1934, date in which he died at age 38 due to an infectious disease. The main influence that gives a certain unity to his work, are the writings of dialectical and historical materialism Marx and Engels, of which was a deep expert. In fact, Vygotsky as Soviet psychologists of his time the task of building was raised Psychological Science commensurate with Marxist approaches. Concept human being: is exogenous constructivist, considers the perpetrator, build their own learning from the social environment stimulus mediated by an agent and bound by language. Cognitive development: Product of the socialization of the subject in the middle: It is taken for inter-psychological conditions which are then taken by the subject as intra-psychological. The learning process is determined by the environment in which it operates and its zone of proximal development or potential. Environmental influences: given by environmental conditions and this leads to the formation of more complex structures.

2.2.2 Origin of development

Vygotsky totally rejects approaches that reduce psychology and learning a simple accumulation of reflexes or associations between stimuli and responses. There are not reducible specifically human traits to associations, such as consciousness and language, which cannot be oblivious to psychology. Unlike other positions (Gestalt, Piagetian), Vygotsky does not deny the importance of associative learning, but considers it clearly inadequate. Knowledge is not an object that is

passed from one to another, but it is something that is built through operations and cognitive skills that are induced in social interaction.

Vygotsky points out that the intellectual development of the individual cannot be understood as independent of the social environment in which the person is immersed. For Vygotsky, the development of higher mental functions occurs first at the social level and then at the individual level.

2.2.3 Chomsky's theory

Children are born with an innate ability to assimilate language structures, according to the influential linguist Noam Chomsky. In his Theory of Universal Grammar, Chomsky suggests that all human languages are built on a common structural base. Therefore, Chomsky argued that language acquisition occurs by the child's ability to recognize the basal structure that is the root of any language.

2.2.4 Universal grammar

According to the Chomsky's theory which is based on the language development in children and focused on one of its principles which mentions that "our language is the result of decrypting a genetically determined program." Chomsky claims that children have initially and then subsequently develop an innate understanding of grammar, no matter where they were reared. The term 'grammar', Chomsky given to this, innate system which supports all systems of human language, "Universal Grammar".

2.2.5 Critical period

Children learn language more efficiently during a critical period, which runs roughly from birth to puberty. Based on the ideas of Eric Lenneberg linguist, Chomsky emphasizes that children go through a stage of linguistic alert, during which his understanding of language is more flexible than in later periods of his life. "There is a particular maturation in which, with a suitable external stimulus, the ability to develop and mature period quite abruptly," Chomsky said. If children are often exposed to multiple languages during their training period, they are usually able to demonstrate multilingual skills.

2.2.6 Acquisition

According to Chomsky, language acquisition is a process that requires the child to deduct the implicit rules that pervade the language. For a child has the ability to go through this process, Chomsky postulated the existence of a "language acquisition device" in the infant's brain. This hypothetical device allows the child to learn the rules that govern language, regardless of their primary language limited to data exposure.

Chomsky, then, modified his theory in favor of a theory based on principles and parameters. The principles, such as subject and object rules, governing all languages, while specific parameters observed in each language are relatively unique.

2.2.7 Creativity

According to Chomsky, the language is designed to communicate an infinite range of messages, ideas and emotions. Therefore, language is constantly evolving construction, subject to review by those who use it for speech or writing. Children in particular often use language in creative ways due to the fact that they are not familiar with the proper way of using words and phrases.

2.3 Fundamental categories

General Pedagogy has given students opportunities to process, use and apply knowledge in the learning process; it has also acquired concepts and knowledge. Its purpose is to find utility in personal and social life. Education is the action exerted on children by parents and by teachers. This action is at every moment and it is general. In social life there is no time when the new young generations are not in contact with their elders, so this does not mean that they do not receive their educational influence.

The knowledge application is the real test where teachers may prove if students have learnt what it is in the educational program, but to achieve this “students need to have opportunities to use the strategies in reading, science, social, studies, math, health, music, and art, as they read trade books, textbooks, and other sources of information” (Bromley 2002). Moreover, this author mentions that “textbooks especially contain many multisyllabic words and technical vocabulary” (2002).

2.3.1 Vocabulary

Vocabulary is the group of words that belongs to a certain language. Vocabulary is an essential English sub-skill with the same range of importance that the main four skills. It is necessary to develop the other skills because without enough vocabulary learners may not read, speak, listen, or write in the language they are studying.(Crystal 2003) “The English language is considered to have the largest vocabulary in the world”.

Vocabulary is vital for the acquisition of a second language because it provides learners access to all forms of written and oral communication which involves literature, music, and content knowledge. Vocabulary, broadly defined, is the knowledge of words and their meanings of a certain language. It is real that a vast vocabulary is a key to learn and offers some benefits; (Bromley, 2002) “it can boost student’s comprehension, improve achievement, enhance communication, and shape thinking”. Oxford dictionary states two definitions for the word worksheet: “a piece of paper on which there is a series of questions and exercises to be done by a student” “a piece of paper on which work that has been done or has to be done is recorded”.

Cambridge dictionary states the definitions below of vocabulary: “it is a stock of words known and used by a person, or within a particular trade or profession” “vocabulary is a list of words in alphabetical order with meanings added as a supplement to a book dealing with a particular subject”.

According to Kinsella (2005) in her article mentioned that “Students do not acquire academic language simply by listening to literate presentations by teachers. Vulnerable second language learners need direct, recognizable, and accountable instruction of high-utility vocabulary”. In the same publication, Kinsella maintains that “English Language Learners need to be taught more word knowledge, parts of speech, and word usage” and “English Language Learners need structured opportunities to use the new academic vocabulary everyday” (2005).

Words have immense power for people; words are the main sources to communicate with others (written or oral), even there are other ways to transmit information. Pikulski and Templeton argue convincingly in their journal published in 2004 that “perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words”.

2.3.2 Teaching vocabulary

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world”. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the

words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

- Wide or extensive independent reading to expand word knowledge.
- Instruction in specific words to enhance comprehension of texts containing those words.
- Instruction in independent word-learning strategies, and
- Word consciousness and word-play activities to motivate and enhance learning.

2.3.3 How to improve learners' vocabulary?

There are several ways to improve and expand your English vocabulary. Reading, for example, is a great way to learn new words. There are plenty of other methods too.

Create vocabulary themes: Vocabulary themes are a great way to enrich your vocabulary. Create themes that include words, their definition and example sentences.

Watch English films: Watching English TV channels and films. They will help you to understand native English speakers. You will also learn many new words used in context.

Use Specific Vocabulary Lists: Instead of studying a long list of unrelated words, use specific vocabulary lists that will help you learn the kind of vocabulary you need for your work or school.

Word Formation Charts: Use word formation charts. Knowing how words are formed will help you score high marks in advanced level examinations like TOEFL and IELTS. A word formation chart will show the noun, adjective, verb and other forms of the key words in alphabetical order.

Visual Dictionaries: Visual dictionaries are great tools for learning vocabulary. Plenty of English learner visual dictionaries are available on the internet.

Learn Collocations: Collocations are common word combinations that always go together. Learning some of the most important collocations is essential to sound natural.

2.3.4 Benefits of learning vocabulary

According to Bromley (2002) learning vocabulary has many benefits, but the most relevant are the below:

It boosts comprehension: Vocabulary knowledge provides a great support to understand what we read in books, magazines, newspapers, etc. or listen to conversations, lectures, songs, etc. It is important to have a considerable number of words in our lexicon to make easier the way of learning more new words.

It improves achievement: Having a large vocabulary gives students the opportunity to achieve higher standards in schools and why not, later, at work.

It enhances communication: Students who have large vocabulary are able to produce clear, precise and powerful writing and speaking. Students' vocabulary permits them to understand others' ideas more easily and deeply. And, on the other way, students will be understood clearer without misunderstandings by the rest of people.

It shapes thinking: Students use words as tools to analyze. Words are also tools for inferring, evaluating and reasoning. Students will be able to apply grammar terms (nouns, adjectives, verbs, prepositions, etc.)

2.3.5 Activities for enhancing English language teaching

This component of the English students' training aims to guide students through steps of self-exploration, highlighting interest and aptitude awareness, direct participants towards desirable, realistic, long-term career goals and inform them as to the necessary steps to achieve those goals, including any required academic

background. Further, this component aims to instill in students the self-confidence and enthusiasm needed to follow through with those academic and career plans.

This component should introduce, where applicable, differences and similarities that exist demonstrating values such as work ethic, equal-opportunity employment practices, merit-based promotion and customer service. Finally, through enhancement activities, students should be exposed to and reflect on these and other aspects education, including interpersonal relations in the work place.

2.3.6 Methodological strategies

It is the way or how teachers and students organize meaningful learning from programming content, execution and evaluation to the organization of learning environments, structuring and use of educational materials and optimal use of the space and time of learning driving capabilities. It is assumed that the methodological strategies are active when handling processes are evident - skills are par excellence - in learning situations.

These processes are systematized dialectical sequences of events involved in the act of learning and teaching of the students and teachers as: observation, identification, discrimination, establishing relations, organization, analysis, inference, evaluation, abstraction, conceptualization, which integrated care, retentive memory, understanding, acquisition, evocative memory, reproduction and transfer through integrated communications that enable the achievement of learning of Social Sciences.

The methodological strategies to identify principles, criteria and procedures forming the modus operandi of teachers in relation to the programming, implementation and evaluation of the teaching-learning process. At the initial level, the educational responsibility of the teacher or the teacher is shared with the children they serve and people with families and the community to get involved in the educational experience. "The process of learning a new language requires the use of appropriate activities and the union of different elements that represent most of the pedagogical role models such as:

- Preparation of issue
- Information on target
- Awakening, maintaining and focusing attention
- Presentation and organization of information

2.3.7 Metacognitive strategies

The term metacognition refers to the active concepts of cognition, which involves selective attention to specific aspects of the information to the stage of assessing the understanding and execution of a task. Each of these mental processes, in turn identifies a metacognitive strategy, which can be said that such strategies are higher order executive skills applicable to a wide variety of tasks, because once

students have increased your new vocabulary, knowledge of this will allow them to better use their language in everyday life under each own needs.

2.3.8 Cognitive strategies

Cognitive strategies can be considered as behaviors or mental operations performed by students during the learning process, in this case with the help of educational resources students can get to the explicit and express knowledge of new words presented in a text or they are required in the same process that exists in the classroom; since in these strategies relate to what the student takes the time to learn in order to achieve a goal; which involves making process as a result of internal events present in the act of learning for which it is necessary to clarify that during this process should take into account:

Sensitization: (motivation), Care, Acquisition: understanding, retention and transformation, Customization and control, Recovery, Transfer: generalization, and Evaluation

In this regard it is noted that the starting point of all learning is the motivation, since student learning is a kind of purposeful learning goal, considering that students have expectations which will be achieved by the activities related to learning.

2.3.9 Introducing new words

Before doing an activity, teaching content, or reading a story in class, it is always good to present new vocabulary, especially students with limited proficiency in the language as they are first, second and third year of high school this will give them the ability to identify words and be able to remember them. You can introduce vocabulary using methods of teaching English as a second language (ESL), as described below.

- Role play or pantomime
- Use gestures. Show actual items
- Signs
- Photos or drawings
- Make quick drawings on the board

Use the equivalent in the language and then ask students to say the word in English.

To ensure mastery of more complex words and concepts, you can follow these four steps of teaching English as a language as:

- Select the text or word of a conversation they will study.

- Explain the meaning using definitions that students can understand.
- Give examples of how it is used.
- Involve students in activities to master the vocabulary.

2.3.10 Brainstorming

“Brainstorm” means to have many ideas on the subject, either to enrich or clarify the meaning of its purpose. It is used in order to generate new ideas, any ideas where proposal is accepted, without limiting thinking and encouraging creativity in this way provides a comprehensive and innovative response to the problem situation. Group participation is important to release in order to collect a number of ideas that can provide guidance to the solution of a problem giving a high contribution in the Teaching – Learning process ways.

2.3.11 Experiential communicative strategies

Communication strategies have to do with all those mechanisms that serve the students to communicate effectively in a second language, overcoming the difficulties caused by their insufficient command of the language.

These strategies allow students to maintain communication instead of leaving to unforeseen difficulties or lack of vocabulary thus providing more contact with the other speakers and thus more chances to practice and learning. In these strategies the authors distinguish between avoidance strategies and compensation, as the

speaker, in order to avoid problems in the use of language or make mistakes, renounces address certain issues: either leave whole or in part a topic initiated or reduces the content of your message.

The latter consists in finding alternative procedures that allow the speaker to get his communicative purpose: to paraphrase, explain by example, to use a term invented which is considered understandable by the receiver, predicting the meaning of new words, etc. From the point of view of educational applications in learning new vocabulary, the most important are compensation strategies.

Many are common to the processes of communication between competent native: resort to extra-linguistic clues, help in the contextual data, request clarification to ensure proper understanding of messages; paradoxically in their own language are limited due to the limited vocabulary they have, especially in contexts of learning trained.

Current teaching proposals introduced in recognition programs strategies are usually based on what the students live daily as a result of the interaction in context, using his experience in the implementation and development of language skills.

2.4 Problems and questions

- What are the educational resources used by teachers to increase the vocabulary in English in the students investigated?

- What is the level of vocabulary for students of eighth year in the “Carrera Sanchez Bruno”
- Do you think that the use of enhancement activities significantly increase their vocabulary in English?
- How to improve English vocabulary students investigated?

2.5 Legal basis

The Constitution of Ecuador, in Chapter Two that dictates the rights of the good life in the fifth section on Education, clearly states:

Art. 26. - Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee equality and social inclusion and an indispensable condition for the good living. Individuals, families and society have the right and responsibility to participate in the educational process.

Analysis. - This article refers to all citizens having a right to the education during our life and the Government cannot deny it under any situation. The assigned percentage belongs to the education should be respected in order to cover faraway places to decrease the illiterate level in the country. Furthermore, the Government should give Education without restriction in order to get features of a

quality education for the citizen. Into this article, there are some clue words which are relevant.

Inescapable: That cannot be escaped, ignored, or avoided.

Inexcusable: Incapable of being excused or justified.

Priority: Something given special attention.

Duty: Something that one is expected or required to do by moral or legal obligation.

Right: Set of principles and rules which express a sense of justice and order, in order to regulate human relationship in the society.

Art. 27. The education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy; It is participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical education, individual and community initiative and the development of skills and abilities to create and work.

Analysis. -This article is related to the education must be directed to the excellence and useful to the society especially. Currently, in Latino America and especially in Ecuador have begun many problems associated with a challenging

order, it is based on "knowledge"; for this reason, the citizens should give more importance to the creativity in order to resolve the problem and face the insecurity and doubt.

The objective of this article is that Ecuadorian people have equal opportunities, be able to share knowledge with other people and be able to live in an environment of peace. The education is imprescriptible for human and the government should focus on it in order to get a society with entrepreneurship mind with values an optimistic. Another important point related to this article is that Education prepares people for cultural live in order to stimulate them to the development of competence and capacities to create and work.

This article contains meaningful words, which are: **Holistic**: It refers to the study of a whole, related to its parts, but without separating them. Moreover, **Sustainable**: Capable of being supported or upheld, as by having its weight borne from below. At the same time mentions the term **Participatory**: To be part of a society. Suitable to participate. Other meaningful word is **Intercultural**: Pertaining to or taking place between two or more cultures.

Furthermore, **Include**: To contain as a whole, be part or element of a set. **The quality of life**: Set of rules which contribute to getting a pleasant and valuable life. **Gender equality**: The state of having the same rights, status, and opportunities as others, regardless of one's gender. Finally, **Critic sense**: which refers about the application of a doubt to a fact.

Education Law

Article 2 of the literal Principles b) f) and j) he states: "All Ecuadorians have the right to education and the obligation to participate in the national educational process"; "Education is based on the principles of citizenship, democracy, social justice, peace, defense of human rights education and promote genuine national culture that is rooted in the identity of the Ecuadorian people".

Analysis. -In this article, there are some literals specifically linked to the education.

The first one is related to change in Education: In the country, Education is the base to build and change the society linked to projects of life and the freedom of citizen, towns, and nationalities. This literal mentions the recognition to children as the center of the learning process and responsible for rights. (b)

In another literal, the constitution expresses about the priority, which mentions the priority of integration of children with disability or children suffering of catastrophic illnesses, all of them have the opportunity to be part of education without restriction. (f). the final literal taken in order to support this research was (j), this literal gives guarantees of rights of all people to a free education, without violence of which should be focused on promoting the coeducation for Ecuadorian children.

Código de la niñez y adolescencia in Article 38 letter b) states: "To promote and practice peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, appreciation of diversity, participation, dialogue, autonomy and cooperation".

Analysis. - The code of childhood and adolescence in its art. 38 is centered on the peace practice and other values which must be integrated in the learning process as a basic as fundamental rules to get a good person and excellent professionals in the future. These values contribute highly to the cooperative sense between children getting confidence learners able to become part of critic society. Furthermore, this item is related to increase the respect to other cultures, be tolerant in front of different points of view about any topic.

2.6 Hypothesis

Enhancement activities will increase the English vocabulary in the English Teaching Process of eighth grade students at Unidad Educativa “Carrera Sánchez Bruno”.

2.6.1 Variables of the study

Independent variable: Enhancement activities

Dependent variable: English vocabulary

2.7 Operationalization of the variables

2.7.1 Independent Variable: Enhancement activities

Chart 1: Operationalization of the independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The activities are considered integrated sequences or procedures chosen in order to facilitate the acquisition, storage and or use of information activities.</p>	<p>Learning strategies</p>	<p>Activities of integrated sequences</p> <p>Procedures that facilitate the acquisition of English language according to the level of students.</p> <p>Design, creation and practice vocabulary</p> <p>Activities to build vocabulary</p>	<p>- Do you think that enhancement activities are appropriate to increase the vocabulary in English?</p> <p>- What methodological strategies do you use more often?</p> <p>- Which of the following strategies do you use to increase vocabulary in your students?</p> <p>- What kind of educational material do you use to teach vocabulary?</p> <p>- What elements do you use to evaluate vocabulary in your students?</p> <p>- During the activities do you translate the meaning to your students?</p>	<p>Lesson plans</p> <p>Interviews</p> <p>Surveys</p> <p>Questionnaires</p> <p>Tests</p>

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Laura Tigero Jara

2.7.2 Dependent Variable: English Vocabulary

Chart 2: Operationalization of the dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Vocabulary is the set of words that are part of a specific language, known by a person or entity. Within the process of acquiring English vocabulary to important factors include the first and second receptive vocabulary productive vocabulary.</p>	<p>Ways to Acquisition of vocabulary</p>	<p>Set of words Cognitive processes involved Resource use Motivation to use resources Enhancement activities</p>	<p>- Do you think your teacher must have an appropriate manual to increase the vocabulary and understand the English language? - Does the teacher use strategies to teach vocabulary? - Does your teacher have a good emotional and methodological communication? - During the activities, do you translate the meaning of vocabulary words to your students? - How frequent does your teacher use strategies to teach vocabulary?</p>	<p>Lesson plans Interviews Surveys Questionnaires Tests</p>

Source: Unidad Educativa “Carrera Sánchez Bruno”

Author: Laura Tigrero Jara

CHAPTER III

METHODOLOGY

3.1 Research approach

The design of this research was based on the implementation of diverse methods, such as, deductive, inductive, statistical, and qualitative methods; they allowed to obtain specific results about the implementation of enhancement activities in order to develop English vocabulary in eighth basic year students at Unidad Educativa “Carrera Sánchez Bruno” in Ballenita, Santa Elena Province 2015 – 2016.

3.2 Methods

3.2.1 Deductive and Inductive method

This method was used for the analysis and interpretation of results in order to reach certain conclusions and recommendations. Deductive method was used to obtain specific information from a more general one, it was used specially to observe teacher’s techniques and strategies in the classroom in contrast to inductive method works the opposite way, it was help to obtain information from specific observation to broader generalizations and theories. This is sometimes called a “bottom up” approach.

This paper used both approaches inductive and deductive. For the deductive method first all the needed information about the application of enhancement

activities to increase English vocabulary in the process in students of eighth grade at Unidad Educativa “Carrera Sánchez Bruno”. In contrast to inductive method there will be used to start with small observations to improve English learning process.

3.2.2 Statistical method

This method was used in the analysis and interpretation of results through statistical data and charts.

3.2.3 Qualitative method

This method was applied in order to categorize data into patterns as the primary basis for organizing and reporting results. Furthermore, the qualitative method allowed the collection of useful information applying different techniques, such as, interviews, which were directed to the principal and English teacher from Unidad Educativa “Carrera Sánchez Bruno” and to one English language expert; then, this information was interpreted, contrasted and included in this research paper.

3.3 Type of research

3.3.1 Field research

The survey technique was used for both English teachers and eighth grade students of Unidad Educativa “Carrera Sanchez Bruno” in order to determine

whether the methodological strategies used by teachers to increase the vocabulary, are efficient and suitable for teaching and learning of English Language specially with worksheets.

3.3.2 Bibliographic research

More specific information is gathered about the methodological strategies and current teaching resources used in the teaching-learning English Language. This requires the use of various resources and means available as books, articles, brochures, research projects, interactive CDs, dictionaries and internet, to deepen the information about the theme that has been chosen for this research, to thereby present in the alternative proposal that aims to improve the vocabulary in the English language in students of eighth year of school at “Carrera Sanchez Bruno”.

3.4 Population and sample

3.4.1 Population

The population was composed by the students of the eighth grade of the Unidad Educativa “Carrera Sanchez Bruno” to whom this research was conducted, which make students learn this language.

Chart 3: Population chart

DESCRIPTION	QUANTITY	PERCENTAGE
Principal of Unidad Educativa “Carrera Sánchez Bruno”	1	4%
English teachers of Unidad Educativa “Carrera Sánchez Bruno”	5	18%
Eighth basic year students of Unidad Educativa “Carrera Sánchez Bruno”	22	78% %
TOTAL	28	100%

Source: Secretary Department from Unidad Educativa “Carrera Sánchez Bruno”

Author: Laura Tigrero Jara

3.4.2 Sample

Since the population size was manageable (22 students), the 100% of the population was included in this research. It means that no sample size formula was applied.

3.5 Techniques and tools

This research work was done by the application of survey technique; it was applied to all students of eighth basic year at “Carrera Sanchez Bruno” in order to analyze and determine whether the methodological strategies and the teaching resources used by teachers in the teaching and learning of English Language, especially to increase the vocabulary are appropriate and effective.

3.5.1 Survey

This technique was applied in order to gather specific information directly to students of eighth basic year through the application of questions related to the problem and the solution. At the same time, the survey allowed obtaining results about the advantages of the enhancement activities implementation in order to improve English vocabulary.

3.5.2 Interview

Interviews were applied in order to get specific information from authorities of Unidad Educativa “Carrera Sánchez Bruno”, the principal Lcda. Mónica Tomalá Chavarría, MSc.; the vice-principal Lcdo. Juvencio Chamba; and English teachers. This technique was also directed to one English language teaching specialist in order to get details about the topic of study.

3.5.3 Observation

This technique was applied in a direct way to students of eighth basic year from Unidad Educativa “Carrera Sánchez Bruno”, the observation allowed to get information thoroughly different strategies used on the teaching vocabulary: It also allowed to determine the causes of the low level of English vocabulary.

3.6 Analysis and Interpretation of results

3.6.1 Students' survey

Question N° 1: How do consider your English classes?

Objective: To recognize students' opinion about their English classes.

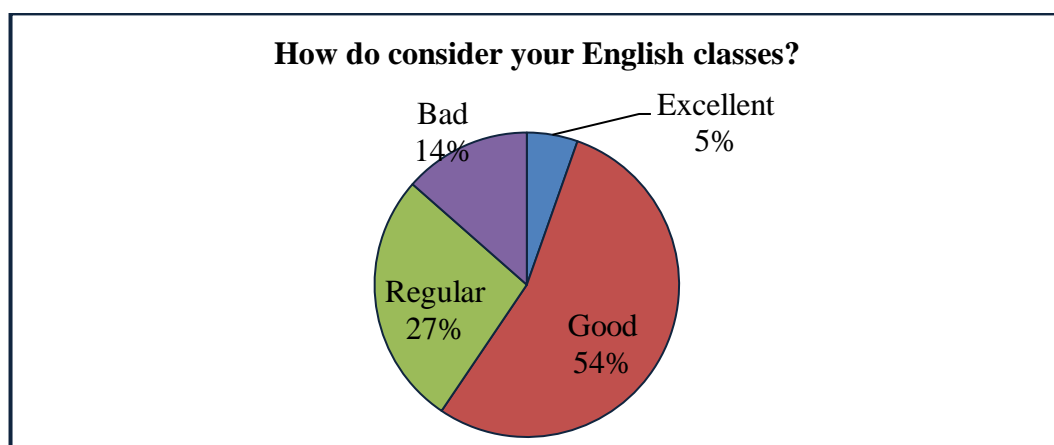
Chart 4: Students' opinion about their English lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	4	5%
Good	40	54%
Regular	20	27%
Bad	10	14%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 1: Students' opinion about their English lessons



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Most students (54%) considered that their English lessons are good; 27% considered English classes are regular; 14% considered English classes are bad; and just 5% considered excellent.

Question N° 2: Does your teacher use appropriate English teaching tools in the vocabulary instruction?

Objective: To identify the teaching tools that English teacher applies in the development of their classes.

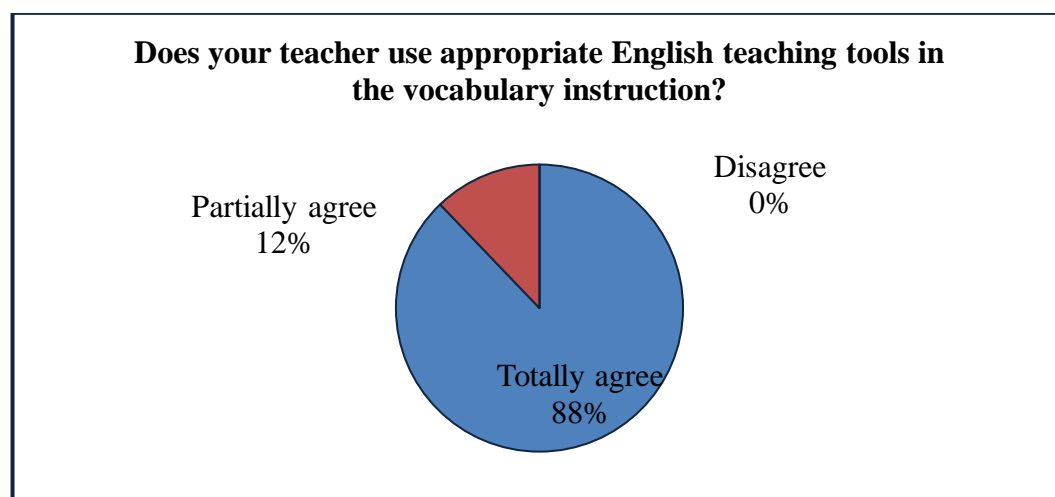
Chart 5: Teaching tools applied by the English teacher

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	65	88%
Partially agree	9	12%
Disagree	0	0%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 2: Teaching tools applied by the English teacher



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: More than the half of surveyed students totally agreed with the teaching tools that their English teacher applies in the development of English lessons; and 12% partially agreed with this statement.

Question N° 3: How frequent does your teacher use strategies to teach vocabulary?

Objective: To determine the frequency of the strategies application by students' English teacher.

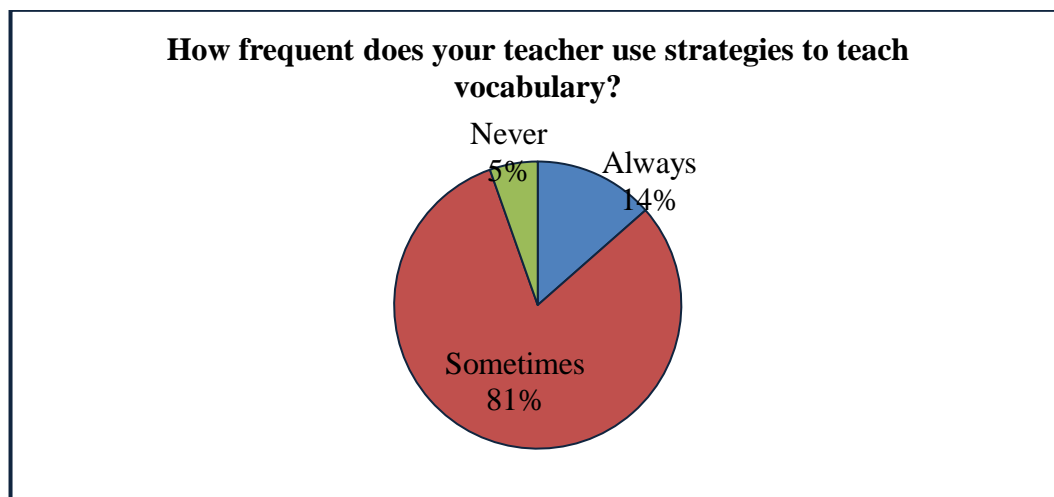
Chart 6: Frequency of strategies application

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	10	14%
Sometimes	60	81%
Never	4	5%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 3: Frequency of strategies application



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: According to survey results, most students (81%) mentioned that their English teacher sometimes applies strategies for teaching vocabulary; 14% mentioned that teachers always apply strategies; and 5% never.

Question N° 4: Does your teacher have a good rapport and methodological communication?

Objective: To recognize English teachers' rapport and methodological communication in the lessons.

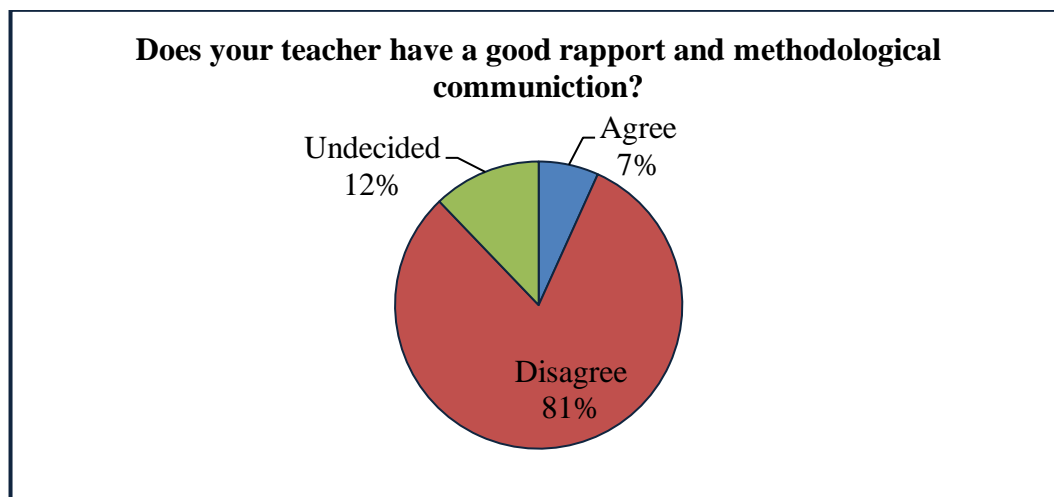
Chart 7: Teacher's rapport and methodological communication

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	5	7%
Disagree	60	81%
Undecided	9	12%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 4: Teacher's rapport and methodological communication



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Most surveyed students (81%) disagreed and considered that their English teacher do not have a good rapport and methodological communication during their classes; 12% were undecided; and 7% agreed.

Question N° 5: Do you consider that strategies your teacher applies are interesting?

Objective: To identify if students consider interesting the strategies applied by their teachers.

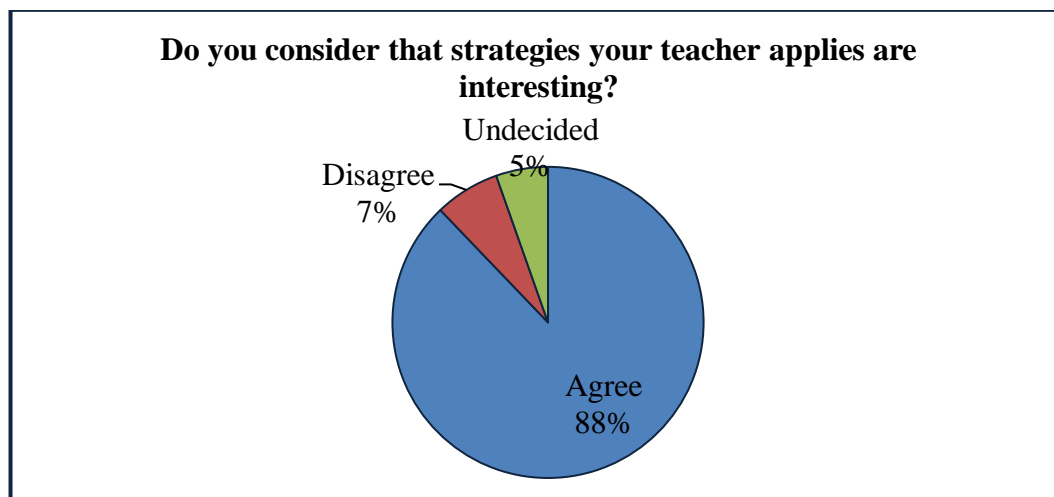
Chart 8 : Students' opinion about teacher's strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	65	88%
Disagree	5	7%
Undecided	4	5%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 5: Students' opinion about teacher's strategies



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Most students (88%) considered interesting the strategies that are applied by their English teachers in their lessons; 7% disagreed with this statement; and 5% were undecided.

Question N° 6: Do you consider that the application of activities can increase your English vocabulary?

Objective: To determine if the application of strategies can contribute to the increase of students' vocabulary knowledge.

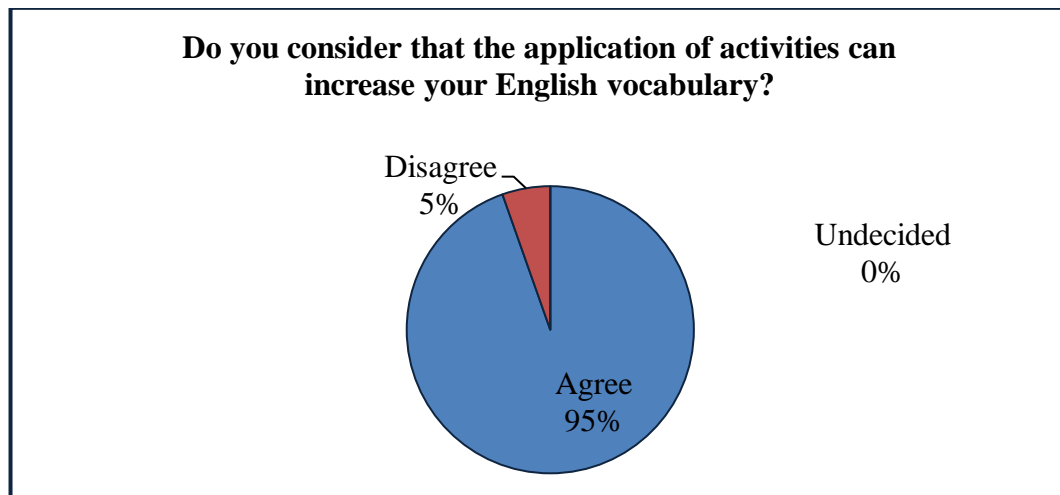
Chart 9: Strategies application for improving vocabulary teaching

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	70	95%
Disagree	4	5%
Undecided	0	0%
TOTAL	74	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 6: Strategies application for improving vocabulary teaching



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: According to results, almost all students (95%) agreed and considered that the application of strategies may contribute to the increase of students' vocabulary knowledge; and 5% disagreed.

3.6.2 Teachers' survey

Question N° 1: What activities do you usually use in your classes?

Objective: To determine the activities that English teachers apply in their lessons.

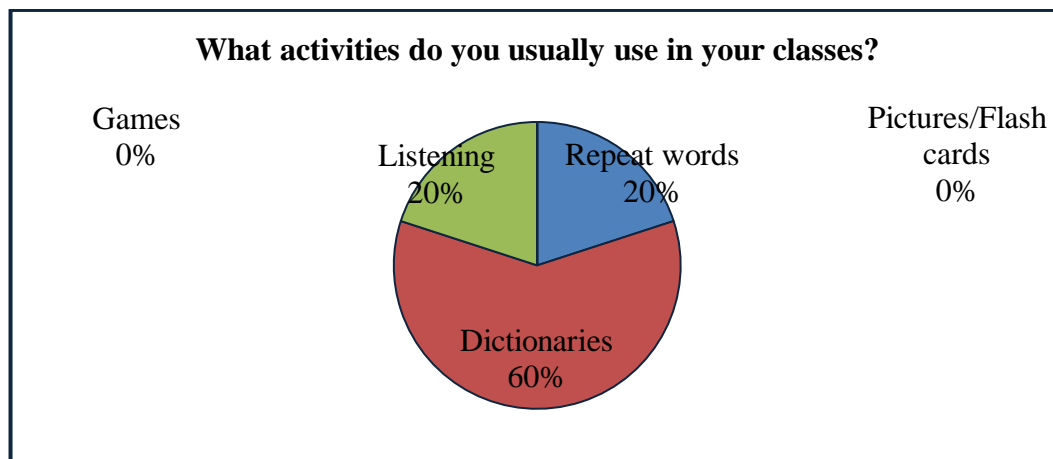
Chart 10: Strategies applied by English teachers

ALTERNATIVES	FREQUENCY	PERCENTAGE
Repeat words	1	20%
Dictionaries	3	60%
Listening	1	20%
Games	0	0%
Pictures/Flashcards	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 7: Strategies applied by English teachers



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: According to results, 60% responded that they use dictionaries for teaching vocabulary to students; 20% responded that they apply listening strategies; and 20% answered they ask students to repeat words.

Question N° 2: Do you teach interesting topics to your students, according to their needs?

Objective: To identify if vocabulary topics that English teachers teach are interesting.

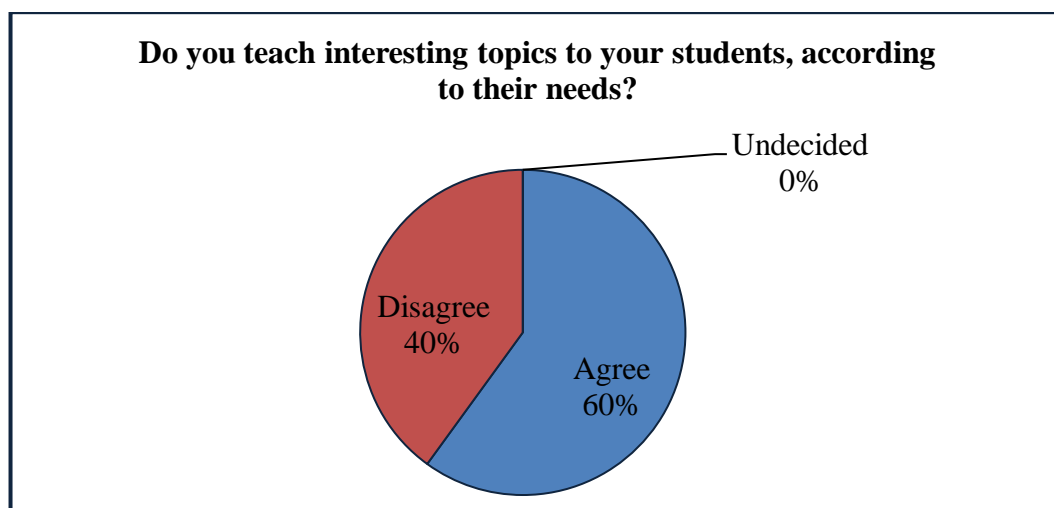
Chart 11: Topics for English vocabulary lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
Agree	3	60%
Disagree	2	40%
Undecided	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 8: Topics for English vocabulary lessons



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: 60 % of surveyed English teachers considered that the vocabulary topics they teach are interesting for students and are according to their students' needs; 40% disagreed with this statement.

Question N° 3: Which of the following strategies do you use to increase vocabulary to your students?

Objective: To recognize the strategies that may be used for the improvement of students' vocabulary knowledge.

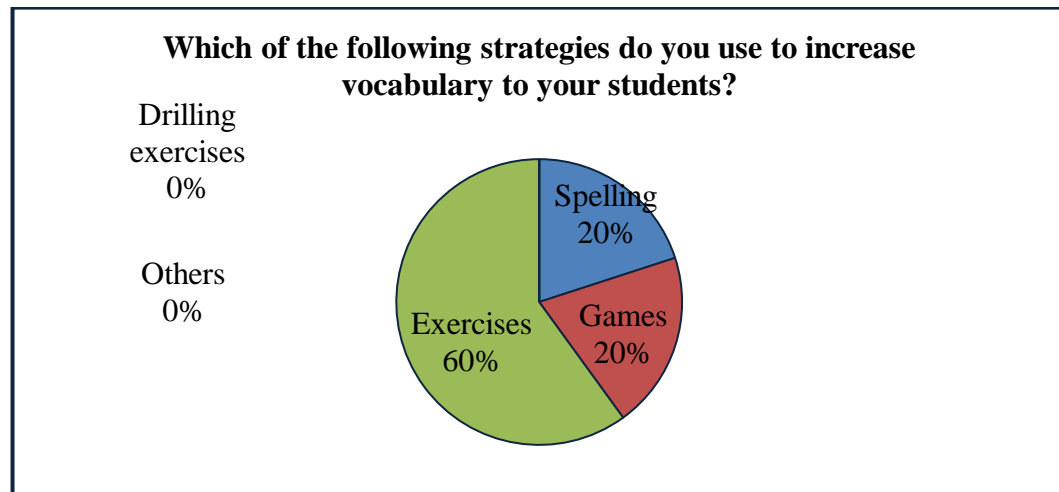
Chart 12: Strategies for vocabulary improvement

ALTERNATIVES	FREQUENCY	PERCENTAGE
Spelling	1	20%
Games	1	20%
Exercises	3	60%
Drilling exercises	0	0%
Others	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 9: Strategies for vocabulary improvement



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Most English teachers (60 %) responded that they use exercises for encouraging students practice vocabulary; 20% used games and 20% apply spelling activities.

Question N° 4: Which of the following educational resources do you apply to teach English vocabulary?

Objective: To determine the educational resources that English teachers apply for the practice of vocabulary.

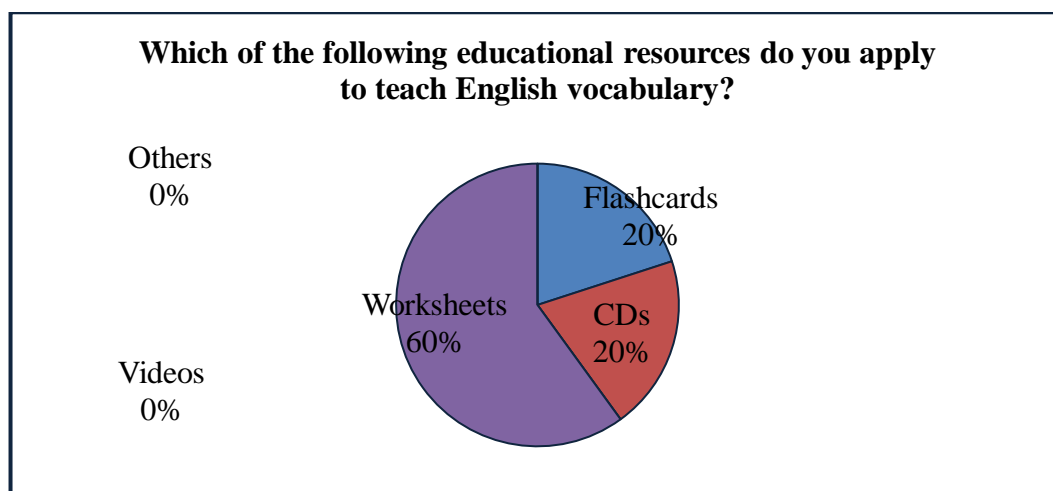
Chart 13: Educational resources for practicing vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Flashcards	1	20%
CDs	1	20%
Videos	0	0%
Worksheets	3	60%
Others	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 10: Educational resources for practicing vocabulary



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Most English teachers (60 %) answered that they use worksheets as educational resources for the practice of English vocabulary; 20% use flashcards; and 20% apply CDs for practicing new English vocabulary.

Question N° 5: During the activities, do you translate the meaning of vocabulary words to your students?

Objective: To identify if English teachers translate the meaning of new vocabulary during the activities.

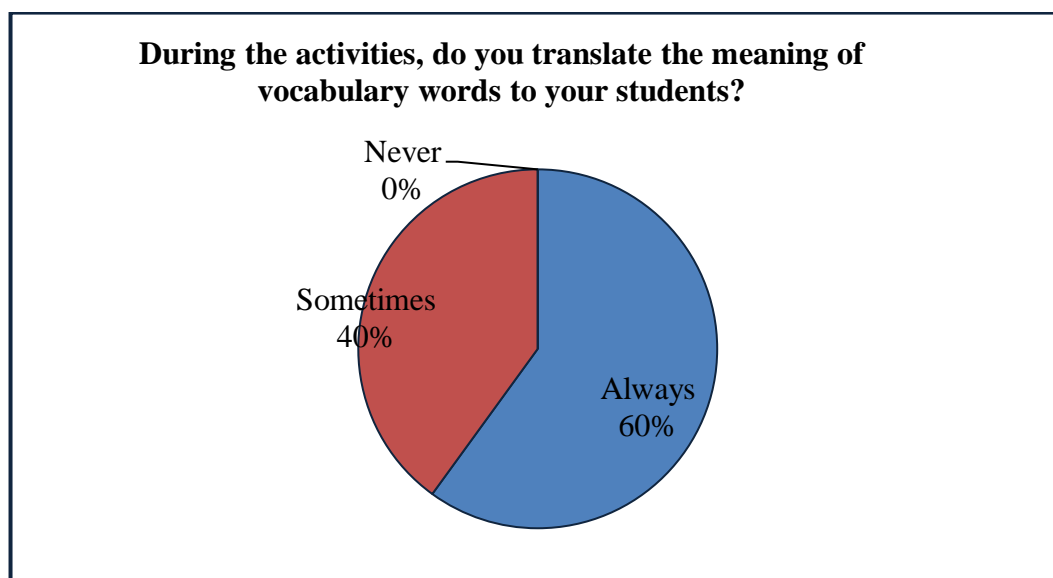
Chart 14: Translation of new vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	3	60%
Sometimes	2	40%
Never	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 11: Translation of new vocabulary



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: According to English teacher's survey results, 60% always translate the meaning of new vocabulary to students during the development of activities; and 40% mentioned that they sometimes do it.

Question N° 5: Which of the following ways do you apply for evaluating the vocabulary knowledge of your students?

Objective: To recognize the ways in which English teachers evaluate the vocabulary knowledge of their students.

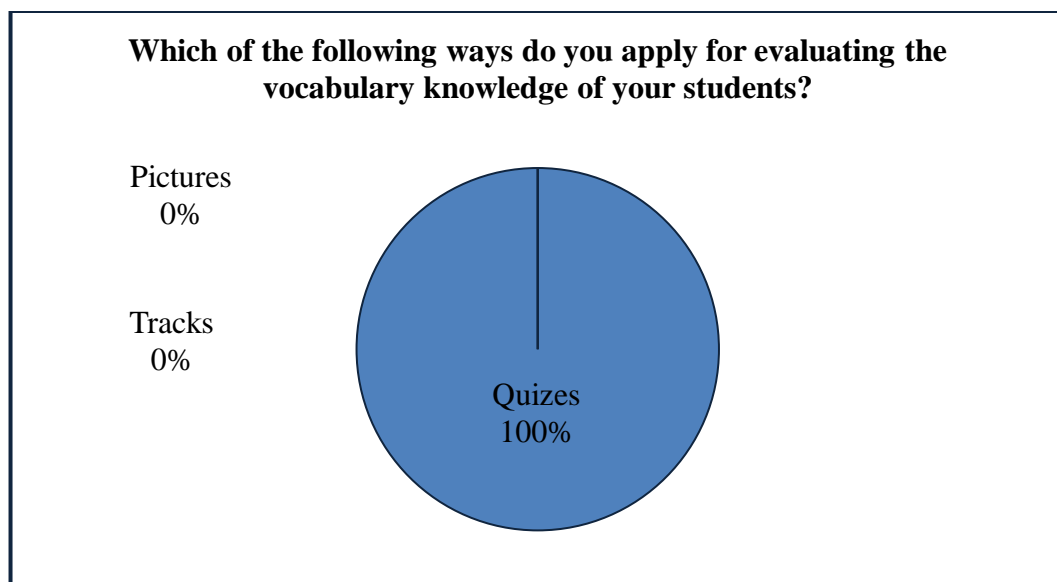
Chart 15: Ways of evaluating students

ALTERNATIVES	FREQUENCY	PERCENTAGE
Quizes	5	100%
Pictures	0	0%
Tracks	0	0%
TOTAL	5	100%

Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Graph 12 : Ways of evaluating students



Author: Laura Tigrero Jara

Source: Survey applied to eighth basic year

Interpretation: Results shows that all surveyed English teachers use quizzes in order to evaluate the English vocabulary knowledge of their students.

3.6.3 Results of students' survey

Chart 16: Results from students' surveys

N°	QUESTIONS	ALTERNATIVES								TOTAL	
		Excellent		Good		Regular		Bad			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	How do consider your English classes?	4	5	40	54	20	27	10	14	74	100
2	Does your teacher use appropriate English teaching tools in the vocabulary instruction?	Totally Agree		Partially agree		Disagree		Fr	%	74	100
		65	88	9	12	0	0				
3	How frequent does your teacher use strategies to teach vocabulary?	Always		Sometimes		Never		Fr	%	74	100
		10	14	60	81	4	5				
4	Does your teacher have a good rapport and methodological communication?	Agree		Disagree		Undecided		Fr	%	74	100
		5	7	60	81	9	12				
5	Do you consider that strategies your teacher applies are interesting?	65	88	5	7	4	5	74	100		
6	Do you consider that the application of activities can increase your English vocabulary?	70	95	4	5	0	0	74	100		

Author: Laura Tigrero Jara

Source: Surveys to students of eighth grade

3.6.4 Analysis of results of students' survey

Taking into account the information collected by the application of surveys, it is important to mention that some students consider that their English classes are good and regular, just few students considered that lessons are excellent. Likewise, most students responded that their English teachers apply appropriate strategies at the moment of teaching vocabulary. However, according to students' answers, the application of strategies in the vocabulary instruction is not permanent; students mentioned that teacher sometimes apply strategies.

According to the data collection, 81% of students considered that their English teacher does not have a good rapport and do not apply methodologies in order to communicate with the class which means that not all students may understand teacher's instructions and may not work on activities correctly. Finally, 95% considered that the implementation of strategies would be a good option for the improvement of the vocabulary instruction and learning.

3.6.5 Results of teachers' survey

Chart 17: Results from English teachers' surveys

N°	QUESTIONS	ALTERNATIVES										TOTAL	
		Repeat words		Dictionaries		Listening		Games		Pictures-Flashcards			
1	What activities do you usually use in your classes?	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
		1	20	3	60	1	20	0	0	0	0	5	100
2	Do you teach interesting topics to your students, according to their needs?	Agree			Disagree			Undecided			TOTAL		
		Fr.		%	Fr.		%	Fr.		%	Fr.		%
		3		60	2		40	0		0	5		100
3	Which of the following strategies do you use to increase vocabulary to your students?	Spelling		Games		Exercises		Drilling exercises		Others		TOTAL	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
		1	20	1	20	3	60	0	0	0	0	5	100
4	Which of the following educational resources do you apply to teach English vocabulary?	Flashcards		CDs		Videos		Worksheets		Others		TOTAL	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
		1	20	1	20	0	0	3	60	0	0	5	100
5	During the activities, do you translate the meaning of vocabulary words to your students?	Always			Sometimes			Never			TOTAL		
		Fr.		%	Fr.		%	Fr.		%	Fr.		%
		3		60	2		40	0		0	5		100
6	Which of the following ways do you apply for evaluating the vocabulary knowledge of your students?	Quizzes			Pictures			Tracks			TOTAL		
		Fr.		%	Fr.		%	Fr.		%	Fr.		%
		5		0	0		0	0		0	5		100

Author: Laura Tigrero Jara

Source: Surveys applied to English teachers

3.6.6 Analysis of teachers' surveys

Results show that 100% of teachers considered English as very important. 62.50 % of teachers expressed that the English classes are very interesting, 37.50 % considered that the classes are only interesting. 75% of teachers agreed somewhat that they implement the right strategies and methods in class, 25% of teachers totally agreed that they do it.

63% of teachers agreed somewhat that their students did not develop their vocabulary satisfactorily. 75% of teachers totally agreed that better strategies could help their students to improve students' vocabulary. 75% of teachers considered that enhancing activities could help their students to improve their English vocabulary.

79% of teachers have not applied enhancing activities to help improve the English vocabulary. 100% of teachers are enthusiastic to use enhancing activities to help students improve their vocabulary.

3.7 Conclusions and recommendations

3.7.1 Conclusions

- The methodology used by teachers is traditional and, therefore, the learning process is hard to achieve for students because they are uninterested in learning vocabulary.
- Most strategies aimed to increase vocabulary are based on traditional exercises that are subject to a rigid form; very few teachers use different ways to teach vocabulary in the English language as games, video, spelling, worksheet, etc.
- Finally, most of English teachers translate the meaning of the word learned in their native language in order to support to the students' comprehension during activities. It was also concluded that measuring students' knowledge is completely evaluated by written exams that follow certain programmed parameters.

3.7.2 Recommendations

- It is recommended to avoid the use of traditional methods and strategies and find more appropriate strategies according to the academic needs and interests of students.
- Likewise, it is suggested that English teachers improve the type of learning activities focused on vocabulary using all the educational tools that may be

necessary. Therefore, it is important to encourage teachers to use various activities, such as, games, spelling, flashcards, worksheets, computers programs, videos, and others.

- Finally, it is recommended that English teachers attend to constant training courses in order to update their teaching methodologies implementing more and better teaching resources in English laboratories.

CHAPTER IV

THE PROPOSAL

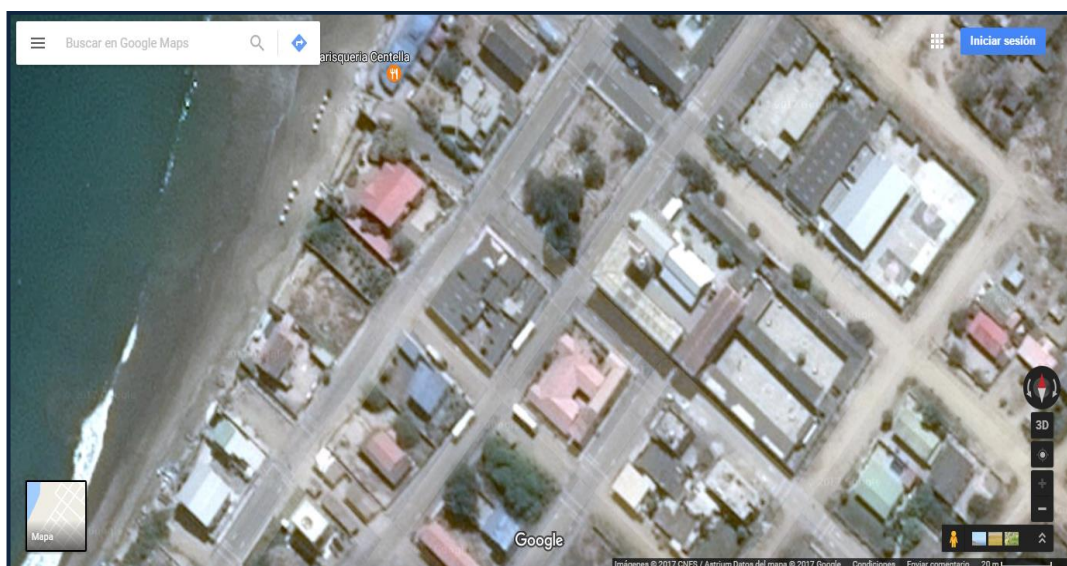
4.1 Title of the proposal

“IMPLEMENTATION OF ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY OF STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA “CARRERA SÁNCHEZ BRUNO”

4.2 Informative data

This proposal project was applied at Unidad Educativa “Carrera Sánchez Bruno” Private School located in the Ballenita, Province of Santa Elena.

Illustration 1: Location of Unidad Educativa “Carrera Sánchez Bruno”



Source: <https://www.google.com.ec/maps/@-2.201553,-80.8711606,191m/data=!3m1!1e3?hl=es-419>

Illustration 2: Unidad Educativa "Carrera Sánchez Bruno"



Source: Unidad Educativa "Carrera Sánchez Bruno"

Author: Cielo Peñafiel Viteri

4.2.1 Beneficiaries

The direct and indirect beneficiaries of this proposal were:

Chart 18: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa "Carrera Sánchez Bruno"	Eighth grade students	22
	English teachers	5
	Principal	1
Total		26

Source: Unidad Educativa "Carrera Sánchez Bruno"

Author: Laura Tigreiro Jara.

4.3 Foundation of the proposal

With the development of this research project, the researcher wants to demonstrate that the student by nature is an intelligent and self-sufficient being to create a new learning itself, according to the social reality and situations that are presented in daily life. In teaching and learning English Language students should be exposed to real situations either in interaction with the teacher, with peers, with family or social environment which makes use of their communication to achieve a natural acquisition of new language skills.

It is therefore very important to take into consideration that to achieve the acquisition of language is required to increase the vocabulary, for this, it is necessary to implement the called process (input) that is the strategy we use, which is that the student will spend a certain time only listening and storing in their brain as receiving information and knowledge through various activities vocabulary made by the teacher, such as listening to recorded conversations, listen to music, watch videos, vocabulary exercises.

This will help the student to process a lot of information as possible and then have the feasibility of a (output) is an oral communication with the knowledge acquired in a given time and their experiences made during the first trial in this strategy the (output), the student will have the ability to perform mutual communication with their English teacher or if possible with a native speaker. The main objective to develop this research proposal and contribute to improving teaching and learning

in English Language is to get the student to master efficiently one of the most important vocabularies and increase communication skills. For this we propose a manual of methodological strategies that favors both teachers and students in the teaching-learning process of these communicative skills.

The goals that set at the end of this research is to raise awareness among teachers to be better educators and know that nothing is impossible or limitations when learning and knowledge that give students meaningful and durable so they can use in the future and allow them to excel and become better professionals in any social field. Teaching vocabulary is essential. The lack of grammar will not prevent both communication and lack of vocabulary.

Usually, in Ecuador, grammar has a lot of emphasis but, certainly the lack of vocabulary can be tremendously impeditive. In contrast, a person who needs to drink water only needs to say water. Our work does not end as soon as new lexicon is presented to the student; it must help them to practice, learn, memorize, remember and use the new elements. And of course: no to the endless vocabulary lists. Students seem to like much, but go straight to the drawer. The lexicon refers not only to words but to longer structures (collocations, phrases, etc.). Such work placements is very interesting for students to express themselves in the second language in a more natural way.

The teacher teaches the student lexicon that is useful to them and what they want students to do in class. Do you teach students the vocabulary related for example

with war if it is not something that will be using daily in normal communication situations? Phases of the communication process; It is defined as the set of successive process stages leading to an integrated skills getting as result or a product previously established. Actions or activities performed either simultaneously or successively generate an output type or another.

Phase 1: Preparation of initial diagnosis questionnaire, data collection, processing and reporting

Phase 2: Feed-back interviews with the directors of area group meetings reviewing the challenges and priorities of the area.

Phase 3: Development of improvement plan and monitoring improvement actions establishing monitoring motivation and commitment

Phase 4: Update diagnosis Process Steps vocabulary. Sensitization

Introduce to the educational community program comprehensively, philosophy, objectives, scope and benefits. As a result of all the above processes a draft strategic plan, its objectives, priorities, actions to be developed, areas and timetable be drawn up.

4.4 Justification of the proposal

At the present knowledge of the English Language, worldwide, has been considered as a fundamental tool in order to progress in the educational,

professional and commercial area. With this brief explanation about the importance of the English Language, we note that in our country the teaching and learning of English Language has not taken much relevance, especially in educational institutions has been made to see that area teachers are not professionally trained in the English Language teaching creatively and efficiently because of the low level of a significant vocabulary that students show in the English Language. For this reason, it was seen the necessary direct this research to Students of Eighth Grade at Unidad Educativa “Carrera Sánchez Bruno” and English teachers in order to determine the possible causes of poor performance with students in the English language especially in the skill mentioned previously.

Based on the results of a diagnostic test applied to English teachers and students, it has become clear that the teaching resources used in the process of teaching and learning English language are not appropriate to build vocabulary. After analyzing the current problems personally and from experience it was considered that the vocabulary should be increased to get a better understanding and great results at the end of the process, for that reason the proposal will have as main objective the strengthening of vocabulary applying enhancement activities as appropriate teaching resources to be used as a working material, which are able to be used by English teachers, at the same time they will contribute to the increasing the English Vocabulary in students of eighth grade at Unidad Educativa “Carrera Sánchez Bruno”.

The main objective to apply enhancement activities in the classroom is to intend to arouse the interest and motivation of both teachers and students to continue fighting to achieve the objectives and be better every day in the teaching – process, as the contribution is made in education for the benefit of others, it makes to grow as future educators changing traditional methods by interesting, alternatives and practical material like Enhancement Activities.

4.5 Objectives of the proposal

4.5.1 General objective

To increase the English Vocabulary through the implementation of enhancement Activities in students of eighth grade at Unidad Educativa “Carrera Sanchez Bruno”, Ballenita, Province of Santa Elena, 2015-2016

4.5.2 Specific objectives

- To evaluate students through the application of a test in order to determine their level of vocabulary knowledge.
- To determine the best strategies for teaching English vocabulary to students of eighth grade.
- To design and apply enhancing activities to increase the vocabulary in English language of eighth grade students at Unidad Educativa “Carrera Sánchez Bruno”.

- To stimulate interest and motivation of students using methodological strategies to obtain an improvement in the learning of English Language especially in vocabulary.

4.6 Design and development of the proposal

The activities of this proposal were designed in order to reinforce the teaching and learning process of English vocabulary. The necessity of developing this investigation emerged due to the low level of English vocabulary in students of eighth grade at Unidad Educativa “Carrera Sánchez Bruno”. Teaching vocabulary is a hard process and the strategies applied by English teachers, in some cases, are not adequate for students because they are not activated and motivated to work in class and increase their vocabulary knowledge.

The application of these activities enhanced the learning process and students were able to retain and remember vocabulary. Enhancement activities were prepared in advance but were designed and prepared each weekend before the foreign language lessons. The group of students was exposed to the week’s intensive vocabulary schedule. It is important to mention that the vocabulary words were taken from students’ English textbook and adapted by the investigator according to students’ necessities and interests. The similar vocabulary activities were presented to the students in the revision week, but this time the words were selected and included in the activities. This was done to check the overall learning and to improve the retention.

4.6.1 Proposal content

The proposal was design and implemented following the contents from the regular educational curriculum. The frequent words in English were also included within the books in this curriculum but, there were no additional activities applied for their teaching. In 5 hours of English class every week, the students encountered many vocabulary words. The target words that were encountered in the main course and its different forms, such as verb form and adjective form were written on the board.

Sometimes the students were asked to make sentences with the words, and sometimes the sentences were made for the students. When the word was not difficult to understand in English, its meaning was said in the target language, but if it was difficult, the native language, the researcher named all of these practices applied in this implementation shortly, so, vocabulary enhancement activities were performed for vocabulary teaching within the curriculum.

Chart 19: Content of the proposal

Nº	ACTIVITY	VOCABULARY	DIDACTIC MATERIAL	DEVELOPMENT OF THE ACTIVITY
1	Throw the dice	Basic vocabulary: colors, numbers, animals.	Chart Dice	By groups
2	Word of the day	Occupations Adjectives	Chart Cards Pictures	By groups
3	Say four things	Animals Sports	Cards Board game Dice	By groups

N°	ACTIVITY	VOCABULARY	DIDACTIC MATERIAL	DEVELOPMENT OF THE ACTIVITY
4	The root of words	Adjectives (synonyms and antonyms)	Chart Cards	Individually
5	Spelling	Letters of the Alphabet Names	Worksheets	Individually
6	Words and images	Occupations	Pictures Cards	The whole class
7	Alphabet soup	Verbs	Worksheets Word search	Individually
8	Stop the hand	Previous vocabularies	Worksheet	The whole class
9	Chain of words	Animals Colors	Pictures	The whole class
10	Memory game	Vocabulary about the environment: ozone layer, oil spills, trees, endangered species, etc.	Cards	By pairs
11	Wall dictionary	The Alphabet Previous vocabularies	Cards Wall board	The whole class
12	Get rid of it	Verbs (opposites)	Cards	By pairs







Author: Laura Tigrero Jara

Source: Implementation of the proposal

4.6.2 Activities of the proposal

Activity N° 1

1. THROW THE DICE

	WRITE YOUR WORD IN A SENTENCE
	DRAW A PICTURE OF YOUR WORD.
	WRITE A SYNONYM OF YOUR WORD.
	WRITE AN ANTONYM OF YOUR WORD.
	WRITE A DEFINITION OF YOUR WORD.
	WRITE YOUR WORD THREE TIMES.

Main goal: To develop students' basic vocabulary using a game.

INSTRUCTIONS

1. Teacher introduces the new activity.
2. Teacher prepares a list of new vocabulary (in a separate piece of paper).
3. Students should take one.
4. Teacher gives students five minutes in order to check their words and be prepared for the game.
5. Teacher selects a word and models an example.
6. Each student have to throw the dice and follow the instructions in the chart.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 2

2. WORD OF THE DAY

WORD:

IMAGE:

**PART OF
SPEECH:**

SYNONYM:

ANTONYM:

DEFINITION:

WORD IN SENTENCE:

Main Goal:

The main goal of this activity is to use the 'new word' in different aspects. This activity contributes to students in the identification of words in different ways. Moreover, the activity could be carried out into two ways; individually or in groups. In this case, it was applied in groups.

INSTRUCTIONS

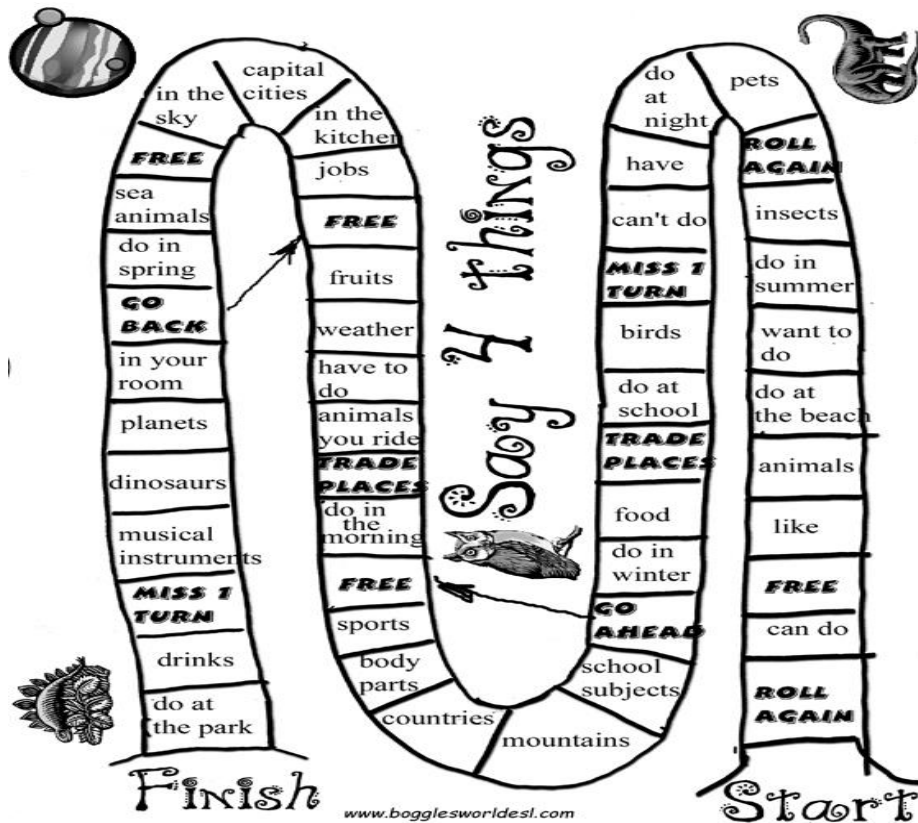
1. Teacher introduces the new activity.
2. Teacher explains the development of the activity and provides an example.
3. Teacher reviews the vocabulary and choose on word.
4. Students write the word in a specific square.
5. Students cut and paste an image of the previous word.
6. Students write what part of speech the word belongs to.
7. Students look for a synonym and antonym of the word.
8. Students look for the definition of the word.
9. Students must use the new word in a sentence.
10. Teacher monitors the development of the activity.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 3

3. WORD OF THE DAY



Main Goal:

The main goal of this activity is to remember the vocabulary words that were taught during all units. The participants are able to name basic vocabulary related to each category from the game.

INSTRUCTIONS

1. Teacher introduces the new activity.
2. Teacher provides students instructions and asks them to form groups of three.
3. All the members of the group participate as judges while one student is participating in the game.
4. Students cannot use the English books nor notebooks.
5. The time was not necessary because the most essential point of the activity is to remember vocabulary words.
6. Teacher walks around the classroom in order to monitor the game.

Author: Laura Tigreiro Jara

Source: Development of the proposal

Activity N° 4

4. THE ROOT OF WORDS

The diagram consists of a large circle divided into four equal quadrants by a vertical line and a horizontal line. At the center of the circle is a smaller circle. Each of the four quadrants contains a yellow rectangular box with a black border and a label in black capital letters: 'PICTURE' in the top-left, 'WORD' in the top-right, 'SENTENCE' in the bottom-left, and 'MEANING' in the bottom-right.

Main Goal:
This activity blends the vocabulary with a small part of grammar. It means that students are going to be able to recognize the most useful root of words and words related to them.

INSTRUCTIONS

1. Teacher introduces the topic of the class: “Root of Words” and provides students an example on the board.
2. Teacher provides students a different example in order to develop the activity.
3. Students develop the vocabulary task.
4. Finally, teacher monitors students in order for students to work on the activity correctly.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 5

5. SPELLING

Main Goal:

To motivate and encourage students of English language to the practical application of spelling rules and vocabulary knowledge through learning language and spelling words that allow them to reinforce and apply their activities.

INSTRUCTIONS

1. Teacher introduces the topic of the class: “Spelling Words”.
2. Teacher provides students examples of spelling words by writing some words on the board: fir, boot, rabbit, finger, elephant, flower, cat, ice, island, giraffe, kilo, moon, hand, cloud, rhea, bear, duck, cheese, mouse, toad, coffee, grape, cow, windsurfing, xylophone, yoyo, shoe.
3. Teacher asks students to practice the alphabet in English and Spanish and repeat the pronunciation of each vowel and consonant.
4. Teacher asks to practice using their name and then spell their full names and classmates’.

Example: J - U - A - N S - A - L - A - Z - A - R
 Jei - yi - ei - en es - ei - el - ei - zi - ei - ar

5. Teacher tells students a name and then students have to spell it.
6. Teacher writes students a list of words and asks them to spell the words.
7. Teacher encourages students to practice the words from the board; provides a good pronunciation of each word and the translation.
8. Then, teacher asks students to form two rows in order to spell the words from the board; the student who spells the word correctly has the opportunity to follow in the game.

EVALUATION

Students will receive a worksheet with a list of words and pictures. Teacher will explain students in a simple way how to spell words. Teacher will spell some words; students will listen to teacher’s spelling carefully. Finally, teacher gives each student a word in order to be spelled. This activity was beneficial for students because it reinforced English vocabulary knowledge of students and it allowed to practice the letters of the alphabet.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 6

6. WORDS AND IMAGES

Main Goal:

To improve the level of students' visual discrimination using images that are aligned with the subject.

INSTRUCTIONS

1. Teacher gives students instructions of the activity.
2. Teacher prepares didactic material. For the development of this activity, it was necessary the use of flashcards.
3. Teacher provides students an example of the activity: teacher pastes flashcards on the board and then, writes some questions.
4. Teacher asks for some volunteers in order to ask them a question from the board: then, the volunteer pastes the flashcard next to the question.



Questions:

- Who works at a TV station?
- Who cleans the house?
- Who leads the plane?
- Who prepares the food at a restaurant?
- Who heals the sick in the hospital?

EVALUATION

Teacher writes a list of twenty occupations on the board and, then, asks students to look for an image of each occupation and describe the places where they work and what they do in their jobs.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 7

7. APLPHABET SOUP

Main Goal:

To find hidden words in a full of characters window in order to improve the learning process of different curricular contents of the subject.

INSTRUCTIONS

1. Teacher gives students instructions of the activity: Verbs word search.
2. Teacher draws a soup of letters on the left side of the board.
3. Teacher writes the list of verbs that students have to look for in the word search; listen, cry, shave, drive, cook, swing, sweep, sleep, gift, take a shower, read, write, open, run, walk.
4. Students must enclose the alphabet soup in each of the words they found from the verb list.
5. Teacher explains students how to solve the alphabet soup by providing one example.
6. Teacher asks for some volunteers to work on the activity giving them a limit of time for finding the verbs in the word search.
7. After completing the activity, teacher reviews if all verbs from the list where found by students.
8. Teacher asks students to repeat the pronunciation of all the verbs from the list loudly.

EVALUATION

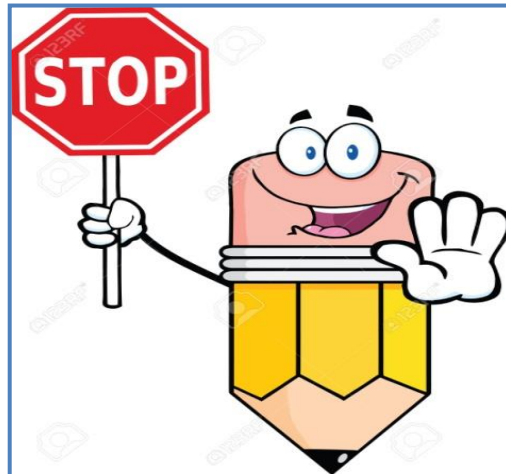
At the end of the lesson, teacher gives students a worksheet with a different word search. Students have to look at the pictures and then find the word in the word search.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 8

8. STOP THE HAND



Main Goal:

To spark students creatively to learn English vocabulary in a dynamic and enjoyable way. This activity provides students with a great opportunity for testing the vocabulary knowledge held in certain categories.

INSTRUCTIONS

1. Teacher motivates students to take a separate piece of paper from their notebooks.
2. Teacher asks students to draw the following chart with the following categories in their papers.

LETTER	NAME	THING	COLOR	FRUIT	CLOTHES	ANIMAL

3. Teacher gives students a letter and asks students to fill in each space of the chart with words that begin with the assigned letter.

EVALUATION

Students are asked to play the game in pairs and teacher monitors the activity.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 9

9. CHAIN OF WORDS

Main Goal:

To improve the students' fluency of vocabulary in an efficient manner and develop their intellectual skills through an adequate concentration in the activity being performed.

INSTRUCTIONS

1. Teacher introduces the vocabulary activity; Chain of Words and, then, gives some instructions about this activity.
2. Teacher asks for a volunteer in order to provide them an example of what they have to do.
3. Teacher says a word, for example, CAT. The volunteer has to say another word using the last letter of teacher's word.
4. The game starts with the student from the first row saying any word. The remaining students continue with the same process as the previous example.

Example:

S 1: Tortoise

S 2: Elephant

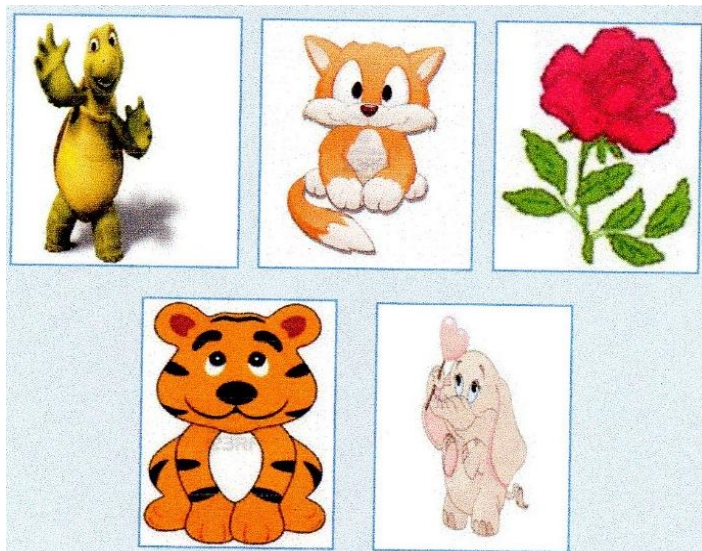
S 3: Tiger

S 4: Rouse

S 5: Earrings

S 6: Sofa

S 7: Apple



EVALUATION

Teacher asks students to work in pairs in order to work on this activity. Students have to follow the same process saying words as fast as they can. This activity is beneficial for students because they develop their mental agility.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 10

10. MEMORY GAME

Main Goal:

To improve the mental and retentive ability of students through the application of a memory game.



INSTRUCTIONS

1. During regular classes, teacher explains that two words can be combined in order to form new words. Thus, teacher puts each part of the collocation on two separate pieces of paper. For example:

Ozone – layer

Oil – spills

Environmentally – friendly

Cut down – trees

Greenhouse – effect

Animal - poaching

Endangered – species

Melting – polar ice-caps

2. The first part of each phrase have to be written on one colored paper. Then, using a different color of pen, write the second part of the phrase, for example, ‘**ozone**’ in the first card and **layer**’ on the second card.
3. Teacher puts all the first parts of each phrase together, face down on the floor. Then, teacher mixes up the second group of words.
4. Students are encouraged to work in groups; they have to pick up one piece of paper from each group so as to form the correct phrase from the previous list of words.
5. This activity provides fun to students which also support the memorization of the target language vocabulary efficiently. The more opportunities teacher allows students to use vocabulary, the more likely they will be able to use them in the target language.

Author: Laura Tigrero Jara

Source: Development of the proposal

Activity N° 11

11. WALL DICTIONARY



Main Goal:

This is a good way to help students learn and review their vocabulary knowledge. It contributes to improve students' spelling.

INSTRUCTIONS

1. Teacher prepares a colorful piece of paper that can be used as a background for the wall dictionary.
2. Teacher pastes twenty-six pockets on the colorful piece of paper and labels each pocket with the letters of the alphabet.
3. Teacher asks students to prepare different color cards in blank and assigns each row a category of vocabulary.
4. Teacher dictates to each row a word and encourages students to write the word correctly.
5. Students show to the teacher their cards with the words in order to check any spelling mistake.

EVALUATION

Teacher motivates students to go to the board and paste their cards in the correct square. The word has to be matched with the correct letter of the Alphabet

Author: Laura Tigero Jara

Source: Development of the proposal

Activity N° 12

12. GET RID OF IT



Main Goal:

This game can be adapted for matching definitions to words or matching opposites.

INSTRUCTIONS

1. Teacher needs to set cards. White cards for the words and another color (yellow) for the questions. Put all the questions in a bag or hat at the start of the game.
2. Give each student at least three word cards, placed in front of them on their desks.
3. Choose one card from the bag or hat and read the questions. Students study their word cards. Whoever has the corresponding word can get rid of it. The winner gets rid of all his cards first.

Example questions on cards:

What type of animal has kittens?

What's the opposite of the verb 'to borrow'?

What is the name of the occupation of a person who cuts hair?

Where can you buy medicine?

Author: Laura Tigrero Jara

Source: Development of the proposal

4.7 Strategies of improvement

Chart 20: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Use of traditional material	Students use new resource for increase vocabulary.
Traditional English classes	Student with active participation in classes
Low level of motivation to speak in English.	Reinforcement of the class recalling previous and new vocabulary.

Author: Laura Tigrero Jara

Source: Development of the proposal

4.8 Evaluation

Although enhancement activities in the learner's progress in vocabulary is common when teachers use new resources to increase English Vocabulary, there are some criteria that they need to consider. In the top of the criteria there is complete knowledge of vocabulary, it is excellent at identifying word meaning and it does not have problem with spelling.

Then, following by a good vocabulary knowledge and identifying word meaning, the General Vocabulary knowledge is able to identify word meaning with some problems in spelling. Furthermore, it is still acceptable vocabulary knowledge with problems in spelling. Finally, lack of vocabulary knowledge, misspelled words, is unable to identify word meaning. Teachers are informed of students

improvement, and they can implement strategies to enhance this skill in the learning and teaching of English Vocabulary in the classroom.

4.8.1 Rubrics for evaluating students' performance

Before introducing the activities of this proposal, it is necessary to describe the way students were evaluated during their participation and development of each activity. This is rubrics used for students' evaluation:

Chart 21: Rubrics for evaluating students

	DESCRIPTION
EXCELLENT (10 – 9)	<ul style="list-style-type: none"> ▪ Student understands even more about the word /term/phrase than I taught. ▪ Student can use it in their own language when speaks or writes. ▪ Student knows what it means when she/he reads. ▪ Student can teaches others about the word, what it means and how it is used.
VERY GOOD (8 – 7)	<ul style="list-style-type: none"> ▪ Student understands the word/phrase/term and she/he is not confused about any part of what it means. ▪ Student can use it in his/her language when speaks or writes. ▪ Student know what it means when reads.
GOOD (6 – 5)	<ul style="list-style-type: none"> ▪ Student is a little confused about what the Word/term/phrase means but generally know what it means. ▪ Student needs help from the teacher or classmate to understand what the word means.
NEED WORK (4 – 0)	<ul style="list-style-type: none"> ▪ Student already does not about the meaning of the Word. ▪ Student has never heard of the word before and does not know what it mean how use it. ▪ Student does not write or anything of the Word even after help from the teacher or classmate.

Author: Laura Tigrero Jara

Source: <https://www.google.com.ec/#q=rubric+to+evaluate+vocabulary>

4.8.2 Results of implementation

Chart 22: Results from the diagnostic test

BEFORE THE PROPOSAL IMPLEMENTATION			
STUDENTS			
No.	LAST NAMES	NAMES	SCORE
1	Baquero Mite	César Elián	3
2	Borbor Moreno	Mayra Tatiana	7
3	Borbor Suárez	Solange Melanie	6
4	Bravo Cunningham	Liz Daniela	6
5	Chica González	Jordan Raúl	6
6	Del Pezo Rosales	Marlys Fiorella	7
7	Espinoza Sánchez	Erick Steve	5
8	González Torres	Sara Camila	6
9	Jaime Tomalá	Orlin Frank	4
10	León Merejildo	Ana Dalay	4
11	Magallán Del Pezo	Nayeli Aracely	7
12	Menéndez Tomalá	Martina Jelena	7
13	Meregildo Tomalá	Kathya Antonella	6
14	Muñoz Borbor	Andrea Lissette	6
15	Pincay Cruz	Milena Juleyxi	6
16	Pita Quirumbay	Mabell Esperanza	5
17	Reyes Sánchez	Raquel Daniela	6
18	Rodríguez Villalva	Andy Xavier	7
19	Romero Villegas	José Ariel	4
20	Suárez Yagual	Lisbeth Rocio	5
21	Tigrero Baquerizo	Carlos Victo	3
22	Tomalá Chavarría	Natasha Cristina	7

Author: Laura Tigrero Jara

Source: Diagnostic test applied to eighth grade students

Chart 23: Results from the final test

AFTER THE PROPOSAL IMPLEMENTATION			
STUDENTS			
No.	LAST NAMES	NAMES	SCORE
1	Baquero Mite	César Elián	7
2	Borbor Moreno	Mayra Tatiana	8
3	Borbor Suárez	Solange Melanie	9
4	Bravo Cunningham	Liz Daniela	9
5	Chica González	Jordan Raúl	9
6	Del Pezo Rosales	Marlys Fiorella	10
7	Espinoza Sánchez	Erick Steve	8
8	González Torres	Sara Camila	10
9	Jaime Tomalá	Orlin Frank	8
10	León Merejildo	Ana Dalay	8
11	Magallán Del Pezo	Nayeli Aracely	9
12	Menéndez Tomalá	Martina Jelena	10
13	Meregildo Tomalá	Kathya Antonella	10
14	Muñoz Borbor	Andrea Lissette	9
15	Pincay Cruz	Milena Juleyxi	10
16	Pita Quirumbay	Mabell Esperanza	8
17	Reyes Sánchez	Raquel Daniela	9
18	Rodríguez Villalva	Andy Xavier	8
19	Romero Villegas	José Ariel	8
20	Suárez Yagual	Lisbeth Rocio	7
21	Tigrero Baquerizo	Carlos Victo	7
22	Tomalá Chavarría	Natasha Cristina	10

Author: Laura Tigrero Jara

Source: Final test applied to eighth grade students

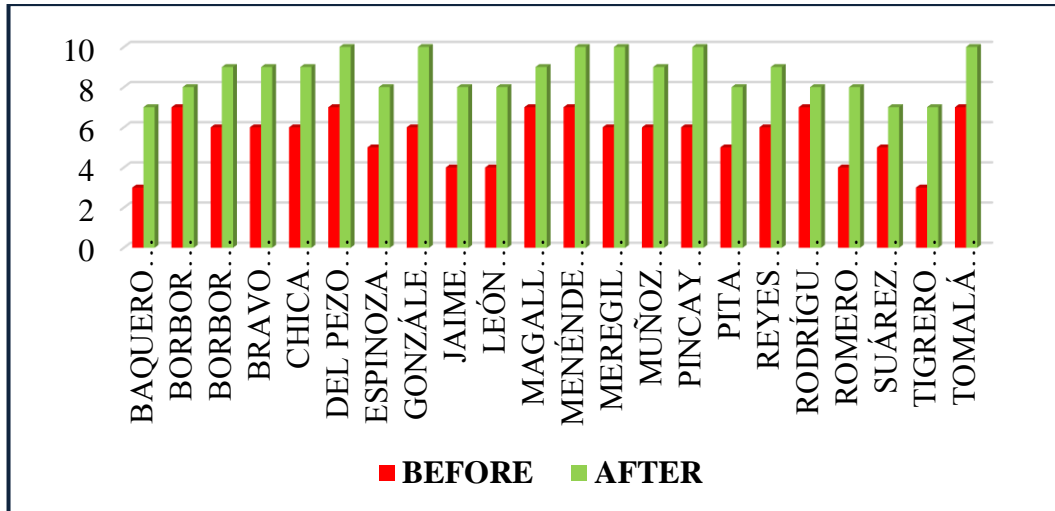
Chart 24: Results of improvement

No.	LAST NAMES	NAMES	BEFORE	AFTER	%
1	Baquero Mite	César	3	7	56,7%
2	Borbor Moreno	Mayra	7	8	76,7%
3	Borbor Suárez	Solange	6	9	80,0%
4	Bravo Cunningham	Liz	6	9	80,0%
5	Chica González	Jordan	6	9	80,0%
6	Del Pezo Rosales	Marlys	7	10	90,0%
7	Espinoza Sanchez	Erick	5	8	70,0%
8	González Torres	Sara	6	10	86,7%
9	Jaime Tomalá	Orlin	4	8	66,7%
10	León Merejildo	Ana	4	8	66,7%
11	Magallán Del Pezo	Nayeli	7	9	83,3%
12	Menéndez Tomalá	Martina	7	10	90,0%
13	Merejildo Tomalá	Kathya	6	10	86,7%
14	Muñoz Borbor	Andrea	6	9	80,0%
15	Pincay Cruz	Milena	6	10	86,7%
16	Pita Quirumbay	Mabell	5	8	70,0%
17	Reyes Sánchez	Raquel	6	9	80,0%
18	Rodríguez Villalva	Andy	7	8	76,7%
19	Romero Villegas	José	4	8	66,7%
20	Suárez Yagual	Lisbeth	5	7	63,3%
21	Tigrero Baquerizo	Carlos	3	7	56,7%
22	Tomalá Chavarría	Natasha	7	10	90,0%

Author: Laura Tigrero Jara

Source: Diagnostic and final test applied to eighth grade students

Graph 13: Results of improvement



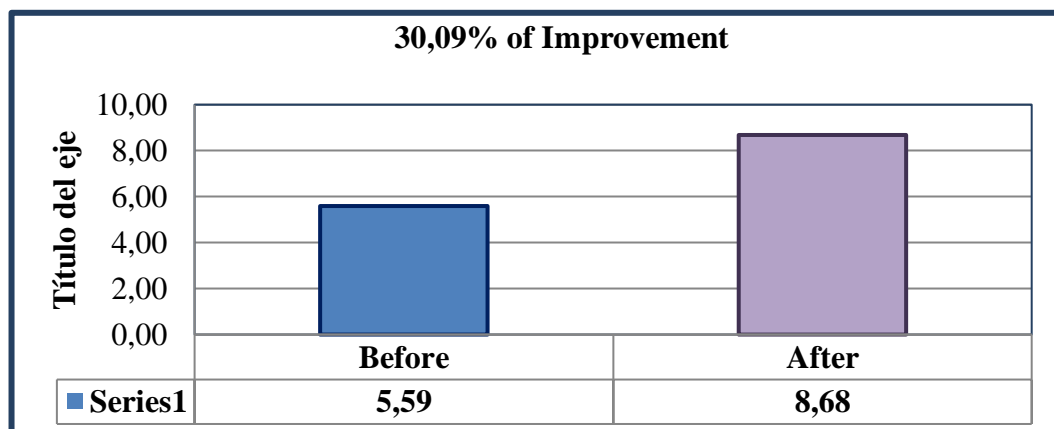
Author: Laura Tigrero Jara

Source: Diagnostic and final test applied to eighth grade students

4.8.3 Comparisson between diagnostic and final test

According to the results most of student presented a low level in their vocabulary before implementation. Consequently, applying the enhance activities the students exposed a good improvement in this skill. The information will be showed in percentage in order to be able to get a clever view of students' score.

Graph 14: Level of improvement



Author: Laura Tigrero Jara

Source: Diagnostic and final test applied to eighth grade students

4.9 Conclusions and recommendations

4.9.1 Conclusions

- Vocabulary plays a fundamental role in the acquisition of English and other languages since it is required for the correct oral and written language production and comprehension.
- The use of English textbooks is necessary for the practice of English vocabulary. However, their excessive use affected the learning process of students because they were not motivated during the development of vocabulary lessons.
- The design of motivational activities was significant for eighth grade students because they had the opportunity to learn and practice vocabulary in an interesting and non-traditional way. Once the activities were implemented, students increased their English vocabulary.

4.9.2 Recommendations

- It is recommended that English teachers from Unidad Educativa “Carrera Sánchez Bruno” pay attention to the vocabulary instruction since words are the basis for the English language development.

- It is suggested that teachers use the English textbook in a correct way. It is important the guide of textbooks but it is also important to include a variety of strategies and activities for the practice of vocabulary.
- Finally, it is suggested the design and implementation of motivational activities that enhance the way of learning new words. The application of activities is recommended because students can increase their vocabulary knowledge in a dynamic and didactic way.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Material

Q.	DESCRIPTION	UNIT COST	TOTAL COST
2	Sheets pack	\$ 5.00	\$ 10.00
100	Prints	\$ 0.10	\$ 10.00
100	Copies	\$ 0.05	\$ 5.00
4	Ink	\$10.00	\$ 40.00
1	CD'S	\$ 1.00	\$ 1.00
1	Flash drive	\$15.00	\$ 15.00
	TOTAL		\$ 81.00

Author: Laura Tigrero Jara

5.1.2 Technology

Q	DESCRIPTION	UNIT COST	TOTAL COST
3	Internet Service per month	\$ 28.00	\$ 84.00
1	Laptop	\$1800.00	\$1800.00
1	Camera	\$ 300.00	\$ 300.00
	TOTAL		\$ 2184.00

Author: Laura Tigrero Jara

5.1.3 Financial resources

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 35.00	\$ 35.00
Lunch and snacks	\$ 150.00	\$ 150.00
Unexpected expenses	\$ 100.00	\$ 100.00
TOTAL		\$ 285.00

Author: Laura Tigrero Jara

Material	\$ 81.00
Technology	\$2184.00
Financial Resources	\$ 285.00
TOTAL	\$2550.00

Author: Laura Tigrero Jara

5.2 Timetable

Chart 25: Timetable

ACTIVITY	2015																				2016												2017																
	AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAY				JUN				AUG			NOV			DEC				APR		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3	1	2	4	1	3	4					
Advisor socialization																																																	
Elaboration chapter I																																																	
Review of chapter I																																																	
Elaboration chapter II																																																	
Review of chapter II																																																	
Field research at educational institution																																																	
Data collection																																																	
Elaboration chapter III																																																	
Review chapter III																																																	
Elaboration of chapter IV																																																	
Proposal implementation																																																	
Elaboration chapter V																																																	
Elaboration of preliminary pages																																																	
Review of thesis draft																																																	
Delivery of final work																																																	
Pre-defense day																																																	
Defense-Graduation day																																																	

Author: Laura Tigrero Jara

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Pictures

Picture 1: Interview with the principal



Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 2: Interview with the Vice-principal



Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 3: Interview with the English teaching area director



Author: Laura Tigreiro Jara
Source: Implementation of the proposal

Picture 4: Survey to English teachers



Author: Laura Tigreiro Jara
Source: Implementation of the proposal

Picture 5: The researcher during the proposal application



Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 6: The researcher giving instructions



Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 7: Students working on enhancing activities



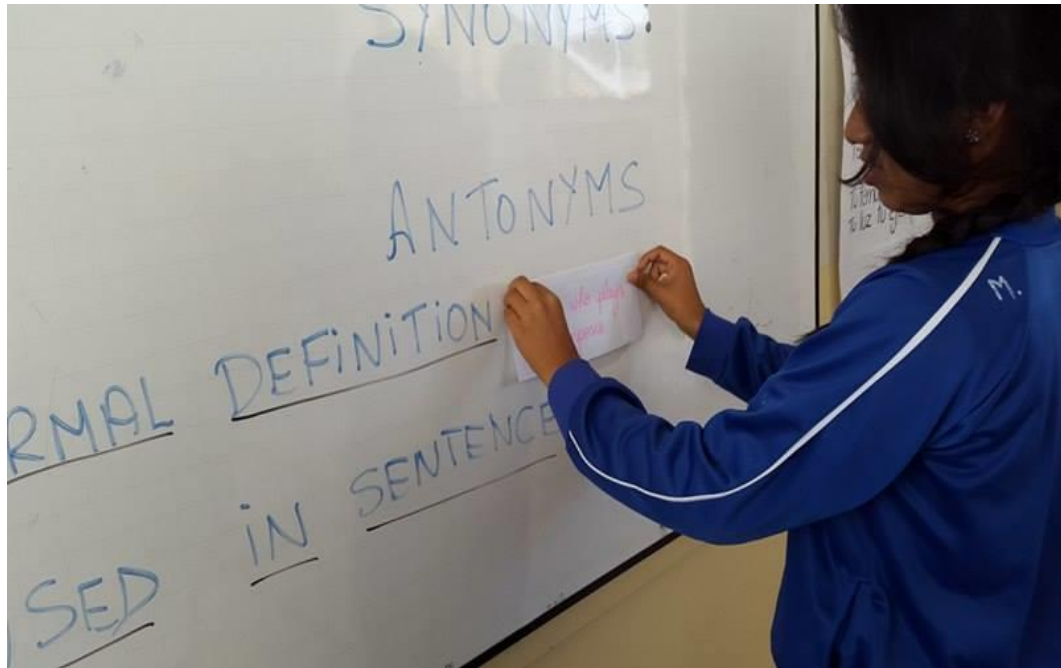
Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 8: Students pasting cards



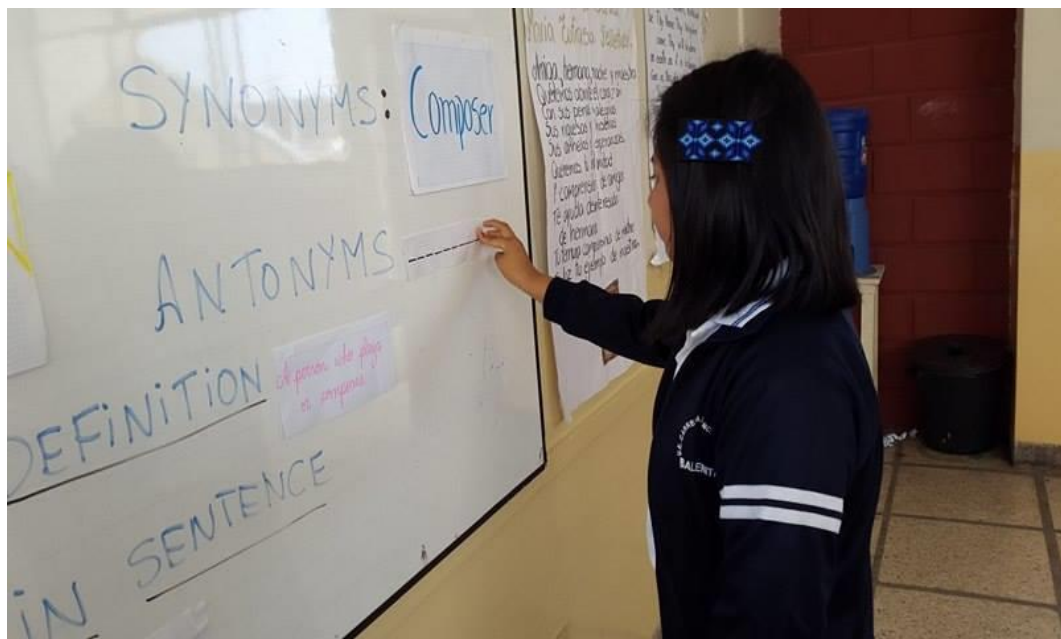
Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 9: Students identifying synonyms



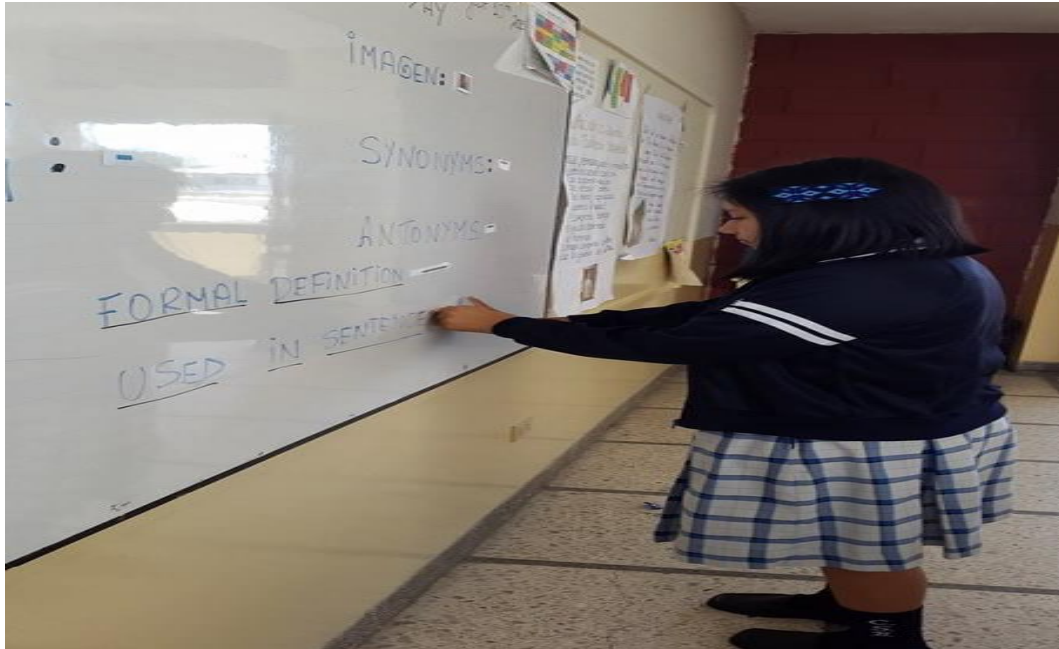
Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 10: Students identifying antonyms



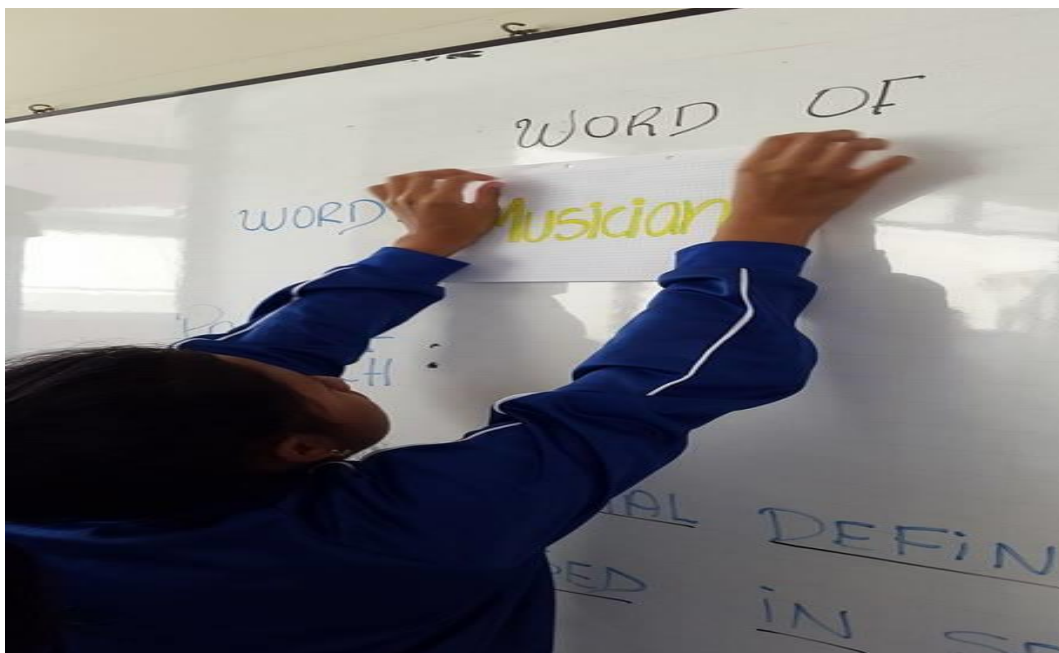
Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 11: Students identifying Parts of Speech



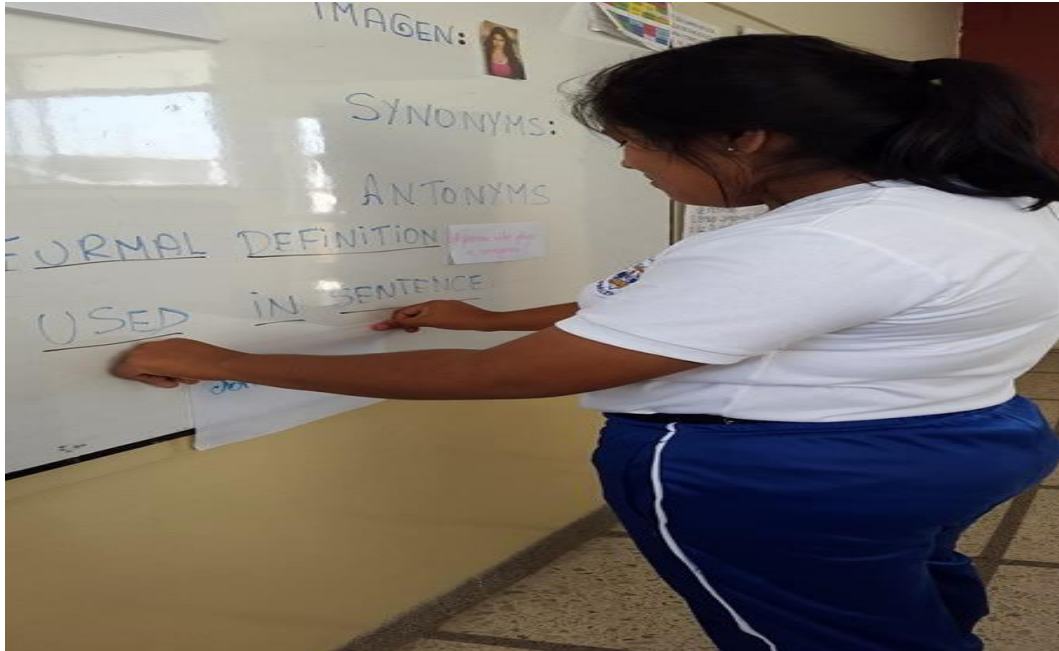
Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 12: Students recognizing occupations



Author: Laura Tigrero Jara
Source: Implementation of the proposal

Picture 13: Students using words in sentences



Author: Laura Tigrero Jara

Source: Implementation of the proposal

Appendix

Appendix 1: Constitution of Ecuador

ARTICLE	DESCRIPTION
Art. 26.	<p>Education is a right of people throughout life and an unavoidable and inescapable duty of the State. Is a priority area of public policy and government investment, ensuring equality and social inclusion and essential for good living standards. Individuals, families and society have the right and responsibility to participate in the educational process.</p>
Art. 27	<p>Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equality, justice, solidarity and peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.</p>

Appendix 2: Law of Intercultural Education

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

Appendix 3: Childhood and Adolescence Code

ARTICLE	DESCRIPTION
37	Children and adolescents are entitled to a quality education.

Appendix 4: Students' survey



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
STUDENTS' SURVEY FOR A RESEARCH PAPER**

Dear students, this survey will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

STUDENTS SURVEY

Question N° 1: How do consider your English classes?Excellent

- Good
- Regular
- Bad

Question N° 2: Does your teacher use appropriate English teaching tools in the vocabulary instruction?

- Totally Agree
- Partially agree
- Disagree

Question N° 3: How frequent does your teacher use strategies to teach vocabulary?

- Always
- Sometimes
- Never

Question N° 4: Does your teacher have a good rapport and methodological communication?

- Agree
- Disagree
- Undecided

Question N° 5: Do you consider that strategies your teacher applies are interesting?

- Agree
- Disagree
- Undecided

Question N° 6: Do you consider that the application of activities can increase your English vocabulary?

- Agree
- Disagree
- Undecided

Appendix 5: English teachers' survey



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
TEACHER'S SURVEY FOR A RESEARCH PAPER**

Dear teachers, this survey will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

TEACHERS SURVEY

Question N° 1: What activities do you usually use in your classes?

- Repeat words
- Dictionaries
- Listening
- Games
- Flashcard

Question N° 2: Do you teach interesting topics to your students, according to their needs?

- Agree
- Disagree
- Undecided

Question N° 3: Which of the following strategies do you use to increase vocabulary to your students?

- Spelling
- Games
- Exercises
- Worksheets

Question N° 4: Which of the following educational resources do you apply to teach English vocabulary?

- Flashcard
- CD
- Videos
- Games

Question N° 5: During the activities, do you translate the meaning of vocabulary words to your students?

- Quiz
- Pictures
- Tracks

Question N° 6: Which of the following ways do you apply for evaluating the vocabulary knowledge of your students?

- Always
- Sometimes
- Never

Appendix 6: Principal's interview



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
TEACHER'S SURVEY FOR A RESEARCH PAPER**

Dear director, this survey will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

DIRECTOR INTERVIEW

1. Do you consider that English is important in today's education?
2. How do you consider the English classes in this institution?
3. Do you think that teachers implement the right strategies and methods in class?
4. Do you consider that students from this institution have developed their vocabulary satisfactorily?
5. Do you think that students enjoy during English classes in this institution?
6. Do you consider that better strategies could help students from this institution to increase their vocabulary?

7. Have you ever heard about enhance activities to increase the English Vocabulary?

8. Do you consider that enhance activities could help students from this institution to increase their English Vocabulary?

9. Are you enthusiastic to implement in your institution the application of enhance activities to improve the student's English Vocabulary?

Thanks you for your collaboration

Appendix 7: Specialist's interview



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

Dear specialist, this interview will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that English is important in today's education?
2. How do you consider the English classes should be?
3. Do you think that English teachers implement the right strategies and methods in class?
4. Do you consider that students develop their English Vocabulary satisfactorily?
5. Do you think that students enjoy acquiring new vocabulary?
6. Do you consider that better strategies could help students to increase their English Vocabulary?
7. How can you define a enhance activities?
8. Do you consider that a enhance activities would help students to increase the English Vocabulary?

9. What do you think are the advantages of applying enhance activities?

10. Do you recommend the use of enhance activities in educational institutions?

Thanks you for your collaboration

Appendix 8: Rubrics for students' evaluation

	DESCRIPTION
EXCELLENT (10 – 9)	<ul style="list-style-type: none"> ▪ Student understands even more about the word /term/phrase than I taught. ▪ Student can use it in their own language when speaks or writes. ▪ Student knows what it means when she/he reads. ▪ Student can teaches others about the word, what it means and how it is used.
VERY GOOD (8 – 7)	<ul style="list-style-type: none"> ▪ Student understands the word/phrase/term and she/he is not confused about any part of what it means. ▪ Student can use it in his/her language when speaks or writes. ▪ Student know what it means when he/she reads.
GOOD (6 – 5)	<ul style="list-style-type: none"> ▪ Student is a little confused about what the Word/term/phrase means but generally know what it means. ▪ Student needs help from the teacher or classmate to understand what the word means.
NEED WORK (4 – 0)	<ul style="list-style-type: none"> ▪ Student already does not about the meaning of the Word. ▪ Student has never heard of the word before and does not know what it mean how use it. ▪ Student does not write or anything of the Word even after help from the teacher or classmate.

Author: Laura Tigrero Jara

Source: <https://www.google.com.ec/#q=rubric+to+evaluate+vocabulary>

Appendix 9: Eighth grade students' list



Unidad Educativa
“CARRERA SÁNCHEZ BRUNO”

Hermanas del Buen Pastor
 Avenida Segunda entre Calle Sexta y Séptima: Teléfono 2953055
 Ballenita- Ecuador

STUDENTS' LIST			
No.	LAST NAMES	NAMES	SCORE
1	Baquero Mite	César Elián	
2	Borbor Moreno	Mayra Tatiana	
3	Borbor Suárez	Solange Melanie	
4	Bravo Cunningham	Liz Daniela	
5	Chica González	Jordan Raúl	
6	Del Pezo Rosales	Marlys Fiorella	
7	Espinoza Sánchez	Erick Steve	
8	González Torres	Sara Camila	
9	Jaime Tomalá	Orlin Frank	
10	León Merejildo	Ana Dalay	
11	Magallán Del Pezo	Nayeli Aracely	
12	Menéndez Tomalá	Martina Jelena	
13	Meregildo Tomalá	Kathya Antonella	
14	Muñoz Borbor	Andrea Lissette	
15	Pincay Cruz	Milena Juleyxi	
16	Pita Quirumbay	Mabell Esperanza	
17	Reyes Sánchez	Raquel Daniela	
18	Rodríguez Villalva	Andy Xavier	
19	Romero Villegas	José Ariel	
20	Suárez Yagual	Lisbeth Rocio	
21	Tigrero Baquerizo	Carlos Victo	
22	Tomalá Chavarría	Natasha Cristina	

Appendix 10: Diagnostic test



Unidad Educativa
“CARRERA SÁNCHEZ BRUNO”

Hermanas del Buen Pastor
 Avenida Segunda entre Calle Sexta y Séptima: Teléfono 2953055
 Ballenita- Ecuador

Name: _____
 Date: _____
 Course: _____

Teacher: Laura Tigreiro Jara.

Objective: To write about of simple present, present progressive and vocabulary learned during the week.

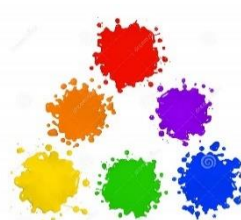
1. Vocabulary. (0.20 c/u) (2points)

Put these words into categories.

Waiter yellow nurse jeans purple dress
 sweatshirt reporter skirt firefighter



Clothes



Colors







Jobs and occupations

2. Match the words below with the right images. (0, 20 c/u) (1, 00 points).

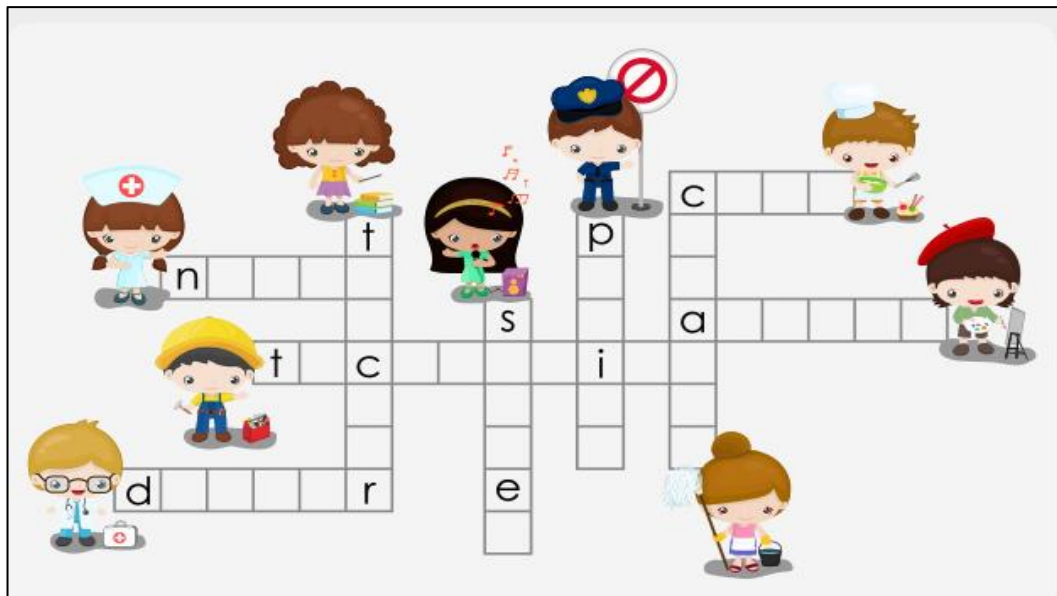
Dress – skirt – shorts – pants – shoes - cap



3. Jobs and Occupations. Match the words with the picture. (0, 50 each one) (2 points).

Photographer	firefighter	singer	nurse
			

4. Jobs and Occupations. Fill in the crossword. (0, 50 each one) (4 points).



The crossword puzzle grid is shown with several job-related illustrations around it. The grid contains the following letters:


- Row 1: n, t, c
- Row 2: t, c, s, i, a
- Row 3: d, r, e
- Row 4: p, c

Illustrations include: a nurse, a girl painting, a girl singing, a policeman, a chef, a girl at a desk, a boy painting, a boy with a first aid kit, a girl cleaning, and a girl at a desk.

5. Circle the nouns (1 point)

make	boy	desk	box	up
fast	lamp	kite	song	fast
dance	rug	water	pencil	book
draw	snow	eat	slow	towel
sky	monkey	girl	throw	sun

Appendix 11: Urkund certificate



**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

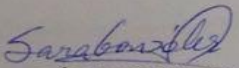
La Libertad, 23 de agosto de 2016

**CERTIFICADO ANTIPLAGIO
004-TUTOR SGR-2016**

En calidad de tutor del trabajo de titulación denominado **“ENHACEMIENTO DE ACTIVIDADES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO BALLENITA, SANTA ELENA PROVINCE. SCHOOL YEAR 2015-2016”**, elaborado por la estudiante **TIGRERO JARA LAURA MARÍA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos en la valoración, el presente proyecto ejecutado, se encuentra con un 9% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


GONZÁLEZ REYES SARA
C.I.: 0909710865
DOCENTE TUTOR

Appendix 12: Advisor certificate

La Libertad, 23 de Agosto de 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

**SARA GONZÁLEZ REYES, MASTER, TUTORA DEL TRABAJO DE
TITULACIÓN DE LA EGRESADA LAURA MARÍA TIGRERO JARA**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del borrador del Informe final del Trabajo de Titulación, 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.




Lic. Sara González Reyes, MSc.

DOCENTE TUTORA

Appendix 13: Acceptance letter from the educational institution

	<p>Unidad Educativa "CARRERA SÁNCHEZ BRUNO" Hermanas del Buen Pastor Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055 Ballenita- Ecuador</p>
<p>Ballenita, 18 de Agosto 2016</p>	
<p>MAD Glenda Pinoargote Parra DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA Presente</p>	
<p>Distinguida Directora:</p>	
<p>Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez para comunicar lo siguiente:</p>	
<p>La Sra. LAURA MARIA TIGRERO JARA portadora de la cédula No. 0911777076, ha solicitado realizar la investigación y ejecución de la tesis en este plantel con el Tema: “ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLEENITA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.</p>	
<p>Por lo que no tengo ningún inconveniente en dar mi debida aceptación.</p>	
<p>Particular que comunico a usted, para los fines pertinentes.</p>	
<p>Atentamente:</p>	
 <p>Msc. Mónica Temalá Chavarria.</p>	
<p>RECTORA</p>	

Appendix 14: Certificate of proposal implementation

	<p>Unidad Educativa "CARRERA SÁNCHEZ BRUNO" Hermanas del Buen Pastor Avenida Segunda entre calle Sexta y Séptima: Teléfono 2953055 Ballenita- Ecuador</p>
<p>Ballenita, 18 de Agosto del 2016</p>	
<p>CERTIFICO</p>	
<p>Yo, MÓNICA TOMALÁ CHAVARRIA, certifico que la Sra. LAURA MARIA TIGRERO JARA, con cédula de identidad N° 0911777076, 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 el tema de investigación, desde el 4 de Septiembre del 2015 hasta Febrero del 2016, en esta Institución Educativa, la asignatura de Inglés, programa titulado: "ENHANCEMENT ACTIVITIES FOR INCREASING ENGLISH VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA CARRERA SÁNCHEZ BRUNO, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016".</p>	
<p>Se expide la presente solicitud de la interesada, para los fines que crea conveniente.</p>	
<p>Atentamente:</p>	
<p> Msc. Mónica Tomalá Chavarria. RECTORA</p>	