PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCE EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"VOCABULARY TOOLS FOR THE IMPROVEMENT OF THE SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA SUPERIOR TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017. ".

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: KARINA ALEXANDRA MUÑOZ RUIDIAZ

ADVISER: MSC. SARA GONZALEZ REYES

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ADVISER´S APPROVAL

In my role as Adviser of the research paper under the title "VOCABULARY TOOLS FOR THE IMPROVEMENT OF THE SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA SUPERIOR TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017. " prepared by KARINA ALEXANDRA MUÑOZ RUIDIAZ undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the Board of Examiners.

Sincerely

_____

MSc. Sara Gonzalez Reyes

STATEMENT OF AUTHORSHIP

I, Karina Alexandra Muñoz Ruidiaz with ID number. 240009946-7 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "Vocabulary tools for the improvement of the speaking skills in students of eighth grade at Escuela de Educación Básica Superior Teodoro Wolf, Santa Elena, Province of Santa Elena, school year 2016 – 2017.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____
Karina Alexandra Muñoz Ruidiaz
ID: 2400099467

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DEDICATION

Principally thanks to God. I dedicate this work to my aunt, who
always supports me and loves me like a mother.
To my parents, because without their support none of my goals would be possible.

For my angel, from heaven care me.

Alexandra

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to Universidad Estatal Peninsula de Santa Elena and my professors for all the patience and support during the years of my career.

I wish to express my sincere gratitude to MSc. Sara Gonzalez Reyes for guiding me during the elaboration of this research paper.

Alexandra

DECLARATION

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

DECLARATORIA

"El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena"

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Karina Alexandra Muñoz Ruidíaz

240009946-7

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LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

"VOCABULARY TOOLS FOR THE IMPROVEMENT OF THE SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA SUPERIOR TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.".

Author: KARINA MUÑOZ RUIDIAZ
Adviser: SARA GONZALEZ Msc.

ABSTRACT

This research paper investigated how English language learners reacted to the implementation of pedagogical resources in order to improve their speaking skill in the classroom. The implementation of vocabulary tools was the primary resource which contributed to provide new strategies in the process of learning and teaching in the classroom. It is suggested that the use of this kind of resources causes impact on English education process in general. This project should be implemented so that students could feel motivated to develop their speaking skills. In this study, pedagogical options motivated to students to be continuously engaged. To this project English teacher has a relevant role of guide and she should keep the interaction between students during the learning process. The participants of this qualitative study were observed during the different classes, the data was gathered from observations, focus groups and interviews. Speaking is an essential skill which could be developed through using vocabulary tools which promote the enhancement of this skill. Using vocabulary tools is one effective way to integrate pedagogical activities during the process of learning. The present research shows the improvement of the speaking skill of the eighth grade students from Escuela de Educación Básica Teodoro Wolf with the help of vocabulary tools, especially for this study designed in which through a series of activities that engaged in speaking activities in an enjoyable way.
Key words: Vocabulary tools, pedagogical resources, speaking skill.

INTRODUCTION

English is one of the most important languages in the world. Most people around the world use it for communication. It is essential to develop the ability to speak English and use it wherever it is required. English is an indispensable language for communication. Different educative institutions incorporate this language curriculum, in the case of private schools since first grade and the public schools from eighth year.

The current problem at these public schools is the development of the speaking skills. The English language does not have the proper importance from students, they are not interested, they are bored, and they feel embarrassed, and unsafe to speak well. Many authors agree with it and have been writing and publishing books about interactive techniques that can be applied in the development of these skills. Another disadvantage at public schools is that English is not taught from a young age, this becomes a problem when students are in eighth year making it difficult for them because they are losing an age where children can learn in an easier way.

The concern of teachers to develop speaking skills becomes a necessity to find different ways to do it. Teachers should use other means to attract the attention of students to speak the English language when they are in eighth year, through various activities implemented inside and outside the classroom to improve 2 speaking skills, these activities allow students to participate without fear or shame and classes will become fun, they work better in groups in which they reaffirmed their group confidence after that they can work individually and develop speaking skills individually.

This research is divided into four chapters which detail important information on how to improve an English proficiency using pedagogical tools. In the first

chapter it is established what the problem is, what will help improve it and the beneficiaries.

The second chapter details the entire theoretical framework that focuses on pedagogical, legal, tools, techniques and other methods with which this ability can be improved. Chapter 3 of this research takes notes of the opinions of the different actors in this research, tests their knowledge and that of their professors, as well as the development in the interviews and surveys presented to each one, while in Chapter 4 focuses on the implementation of the project in which the final result will be to test if this method will be helped to the students.

CHAPTER I

THE PROBLEM

VOCABULARY TOOLS FOR THE IMPROVEMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.

1.1 Problem Statement

The importance of learning English in Ecuador in primary and elementary schools is based on the different skills of English: listening, speaking, writing and reading to make different English expressions in different fields of communication. The use of English contributes to achieve different goals in students and they will be prepared to use new strategies and develop methods to interpret English expressions.

It can be argued that English language has become more dominant around the world. English is taught as a second language in schools and high schools and in many countries. English learning contributes to social aspects, for example, the communication between people around the world; furthermore, English is the language of science and technology. The learners of this language might be able to communicate in different settings, like the social and interacting with people around the world and the academic setting.

There are many problems for students when they want to implement English language in their daily conversations or implement basic vocabulary and at the same time improve their linguistic abilities. The lack of elements and time to learn the language is a big problem in public schools and institutions where the language is essential and the settings to teach are not enough to learn and teach the English language.

The goals of English in basic education in Ecuador are determined by the National Curriculum Guideline from the Ministry of Education. This document shows the objective of eighth grade in English at the end of the course. Vocabulary, much more than grammar, is the key to the students understanding what they read and hear in the high school, and makes better the communication between classmates and teachers. For this reason, it is very important to develop this English tool and build up a large list of words.

Speaking skills are important for career success and all the careers in the university or high schools, but certainly not all of centers of study gives the same importance. Speaking skills can enhance one's personal life, thus bringing about the perfect growth we all need.

In all basic and higher institutions development of English is important, now all labor camps need people to handle two languages and the most requested is English. In this country, in some educative centers of language and the subject has to be taken into account and give them the same importance given to other subjects.

One of the reasons why students do not develop good speaking is that they, for the few hours of English classes per week they receive, they have a very limited vocabulary; this causes that in the moment to express themselves they can create sentences using only few words. Vocabulary development plays an important role in making the change from an intermediate to an advanced level of language proficiency, but many students appear to have extended a learning table according to vocabulary. In terms of the quantitative measurement of vocabulary learning, vocabulary development can be thought as concerning acquisition of an essential vocabulary that is basic to many different genres and areas. In addition, learners called the attention of vocabulary related to their own environment or interests may be these academic, social, etc.

In some cases, in many institutions and for many students, the use and learning of English is not essential, many people do not consider it is important for an academic future development. Many English teachers do not show interest to continue learning after having trained to instruct and teach English. This causes students do not give the necessary importance to the language, taking it as "another subject to pass," following the process as a habit and therefore making many mistakes in the development of skills, especially the ability of speaking.

In the area of education there are many levels of training to teach higher quality in the future. This factor causes that classes remain in the traditional way or the past; always using the same tools of teaching and this, with the passage of time becomes somewhat monotonous classes.

It is important for English improvement, especially in Primary and Secondary education, which emphasizes speaking classes using different methods to improve this skill. Learning grammar is clear, but it is essential and important to also learn to pronounce correctly. Nobody will memorize the words if they are not pronounced and used in a dialogue.

The limited motivation by teachers of English makes the end of the courses, students do not pass the course, or they do with fair or good grades and during the process of the course they do not develop skills rightly or only the basics of the subject.

It is important to think and remember about how we learned our native language: speaking and listening. That is the clue, we learn by interacting with others since we were children, listening and repeating what they say. The Speaking skill is not only essential to communicate with English speakers or native people, but it is also important in academic processes.

The Speaking skill is one of the most important tests of students of English careers as a foreign language, and it is included in PET, First Certificate, CAE and TOEFL, among others, but in primary and secondary education that is not a requirement.

Oral expressions and communication are a challenge for students and require knowledge and vocabulary, perseverance and, putting aside embarrassment or fear of making mistakes. To speak proper English, it is best to interact with people, listen carefully and practice again and again.

1.2 Context of the problem

In the Province of Santa Elena there are many problems about the poor fluency in English expressions in all kind of fields, many times the low level of vocabulary in students of basic grade is caused for the poor implementation of English strategies in public schools.

Peninsula of Santa Elena State University is an Ecuadorian public university which produces strategies to search for the solution and problems of the country, it operates on four main areas; education, research, community service and administration, and different academic competences of scientific and technological investigation. The students of English Teaching Career everyday try to create new elements and strategies to teach English, these strategies will be used by teachers to teach in different schools that implement the language as an important subject.

At Escuela de Educación Básica Teodoro Wolf there is a problem that could be observed during the time. Many teachers made observations in that institution, and that is, many of the students enrolled in the eighth year of basic education have many problems when formulating sentences and they do not have a group of words or vocabulary about to each topic they review in English classes, the handle

of the vocabulary is very limited and therefore they are not very successful to express themselves verbally.

Students can form simple sentences as if dealing with fifth or sixth grade of elementary education, and the level of learning in which they are should be a little more complex sentences and using appropriate vocabulary. This misdeed is reflected in the final grades of students and performance showing in oral and written evaluations.

English education at Escuela de Educación Superior Teodoro Wolf has considerable problems at the moment to teach English for teenagers, in some cases the students want to learn the language but inside an interactive class, using dynamic tools and songs. Students of eighth grade have problems to develop the speaking skill. At Escuela de Educación Básica Superior Teodoro Wolf is extremely important to implement various tools to teach English language in some schools.

For students, it is not new that English teachers do not give due importance to the language, and highlighting the vocabulary and expression when speaking. They parents express that they expect more about English classes, they want their children to sing a song in English or make a small dialogue. They expect classes to be a little more striking and so draw the attention of the other courses.

Some English courses present some problems when working vocabulary and at the same time when students try to make sentences with the words learned in the lesson, some teachers develop vocabulary like something repetitive, but not implemented to form sentences according to the English level they manage. Each English teacher should handle his own method of teaching each skill to develop in their students but mainly speaking ability in studies, students consider it the most difficult skill to develop, by various factors such as fear of public speaking and the little vocabulary that manages their knowledge.

Chart 1: Problem Tree

LIMITED VOCABULARY	LACK OF TEACHERS TRAINING FOR THE TEACHING LEARNING-PROCESS
LIMITED DEVELOPMENT OF SPEAKING SKILLS	LIMITED MOTIVATION OF ENGLISH LEARNING

INABILITY TO SPEAK / ENGLISH FLUENTY

STUDENTS CAN NOT SAY EVEN SMALL SENTENCES	CLASSES ARE TRADITIONAL AND BORING TO STUDENTS
OVERCORRECTION OF MISTAKES IN DEVELOPING SPEAKING SKILLS	LOW STUDENTS PERFORMANCE
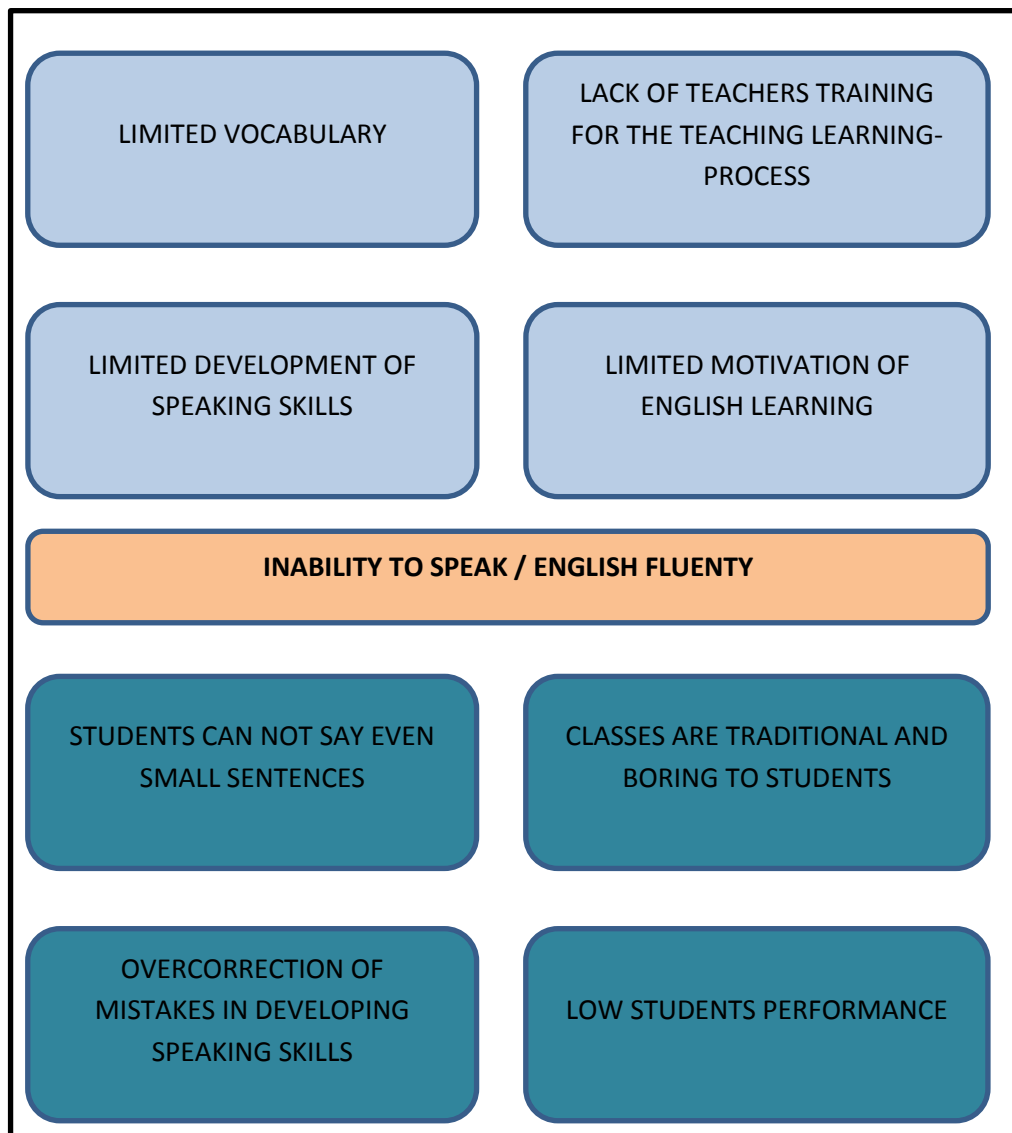
Author: Muñoz Ruidiaz Karina Alexandra.
Source: Escuela de Educación Básica Teodoro Wolf.

At Escuela de Educación Básica Superior Teodoro Wolf, the lack of vocabulary is present for speaking improvement and development of sentences. It is important for students to catch every day development and intervention of new words to the basic vocabulary they have since these words will be important for the development of new sentences and speeches. This project focuses on working with a defined number of students, the total amount has been considered a sample

that is necessary to carry out the project, 23 students of 8th grade have been selected according to the level at which find and commitment to lend to English classes, an essential part of the project is the assistance provided by teachers who collaborate in the development of this, there are two teachers of the institution, a director and a specialist.

In many cases, the ignorance of the importance to develop vocabulary and the lack of resources for the study of vocabulary are the reasons students often pay more attention to the development of English grammar and listening activities as well. According to the opinions expressed by the teacher of students, Miss Magdalena Alava, for many students is very difficult and sometimes monotonous not to receive English lessons in an interactive way, if any, Atty. try every day to create a different class and to draw the attention of students, but the time factor is also a point that makes classes are repetitive because all that is attempted in each class is each student to reach the objectives , most objectives focused on grammar and formulation of sentences, rarely can develop speaking.

Depending of the good vocabulary development in students related to each topic to learn every day, will be the success in using teaching tools in order to develop dialogues between them without problems of expression and speaking as long as the pronunciation is practiced and tone of the words and thus make the dialogues more understandable.

1.3 Research questions

1) Why is it important to improve speaking skills?
2) How to improve the speaking skills among students of eighth grade?
3) In which way vocabulary tools could improve the speaking skills?
4) Which activities may be included using vocabulary tools that improve speaking skills?

1.4 Rationale

It is very important to develop language skills, English is generally taught in four skills: speaking and writing are known as "productive skills", while listening and reading are "receptive skills". All language learners will need to develop the four skills in different areas, and teachers should incorporate activities which promote the development of the four skills.

The importance of teaching vocabulary notes that vocabulary is an essential part of teaching English because the students should have enough words to complement their ideas and make sentences or phrases, if they do not develop this ability they will not able to understand other expressions and at the same time express their own ideas. When students work with this ability they develop fluency and enough quantity of words and expressions in English, they acquire more productive vocabulary and develop their own strategies to learn vocabulary in an effective way.

The importance of the development of this project is very high, because with this, the teachers in charge of English classes have a new tool to improve speaking in students of different levels. Teachers could innovate new techniques so that students can interact with each other, form more complex dialogs with the help of this educational tool.

Thanks to the cooperation provided, by directors and teachers of the institution, who some time ago were allowed to observe the weaknesses of the students of the different levels of education, this project may be carried out, and they are always ready to help in everything we need to do this project for the benefit of all students. This project will directly benefit the eighth grade students of basic education and teachers, responsible for these levels, it will be their duty to take

this knowledge and this new method of teaching vocabulary to other students of the institution.

The institution led by its director MSc. Narriman Palacios de Vera makes it perform this project for the benefit of students and teachers. One benefit of this project is that students in the eighth year of basic education can express themselves more easily to their peers and English teachers will have more confidence to participate and thus get better grades, the goal is for students to see English as a striking and funny stuff.

1.5 Research Objective

To implement Vocabulary tools for the improvement of the Speaking skills in students of eighth grade at Escuela de Educación Básica Superior Teodoro Wolf.

1.6 Idea to defend

The development of the vocabulary will improve speaking skills in students of eighth grade.

1.7 Scientific tasks

1) Establishment of the theoretical framework to implement Vocabulary tools for the improvement of the speaking skills.

2) Identification of the methodological strategies for the improvement of speaking skills in students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3) Implementation and analysis of the effect of Vocabulary tools for the improvement of the speaking skills in students of eighth grade at Escuela de Educación Básica Superior Teodoro Wolf.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Philosophical basis.

For the development of this investigation there were many reliable sources from which information could be obtained to support it, mainly after having recognized the problem of learning that the eighth grade students of Escuela Teodoro Wolf needed several data and sources to obtain the needed information. Given the problem and the number of students who are going to work, you had to detail the key issues for this research, starting with the problem at the level of the world and Ecuador, mainly fiscal education schools in the country.

Very important physical books as developing skills English author Jeremy Harmer, which devotes each edition of his books to a different skill, for this research was very helpful the publication on techniques for the teacher to learn to teach on the development of the ability to speak.

The digital repositories of certain universities where the bilingual courses are taught were also very useful for chapter 2 of this research, as well as the virtual libraries of Universidad Estatal Península de Santa Elena.

The support of the book called "Writing, research papers, from essay to research paper" was very supportive for the development of this project, since it consists of 12 units, helps the students to write a good research work, was very supportive to the development of writing skill, highlighted points Such as choosing a good topic, advising on key points and help places for the project, good writing and even APA standards.

2.1.1 English in the eighth year of general basic education.

According to the speaking skill students graduating at 8th grade will be able to:

Speaking:

1. Handle many of the situations that may arise if the student travels or visits an area where the language is spoken concurrently (to handle the basic social language).
2. Participate in an improvised way in conversations about topics that are familiar, of personal interest or of the community.
3. Create sentences in a simple way to describe your own experiences and events, dreams, hopes and ambitions.
4. Explain brief explanations for opinions or make plans.
5. Narrate stories from movies, books or facts.

Chart 2: Proficiency level

PROFICIENCY LEVEL	
LANGUAGE SKILL	**BY THE END OF 8ᵀᴴ YAER EGB, STUDENTS WILL BE ABLE TO:**
SPEAKING	1) Create slow, short, and planned dialogues (the student has the opportunity to make mistakes but the student himself will look for the right words to complete the conversation. 2) The teacher can interact in a simple way with the students, asking easy questions to develop about their personal life or their academic interests. 3) Communication depends on how the teacher and the student can formulate dialogues and conversations.

Author: Muñoz Ruidiaz Karina Alexandra.
Source: Escuela de Educación Básica Teodoro Wolf.

Chart 3: Essential assessment indicators.

SKILL	8TH YEAR EGB
SPEAKING	1) Interaction 2) The student can present a short and meaningful dialogue or monologue, has the ability to introduce a speaker and use basic greetings and various ways to say goodbye. 3) Participate in brief and short conversations on topics that are very familiar or personal to each of the students, within the domains of society and education. 4) Be able to formulate and respond to easy-to-submit questions that are sent directly to you in a clear and not very extensive speech within the topics of interest to students. 5) Ask and answer about certain things or questions towards others.

SPEAKING	6) Ask and answer personal questions and ask questions about the lives of others, etc. 7) Respond with simple and direct answers. 8) The speech is clear, although it presents problems with pronunciation, intonation or rhythm and therefore may require a significant effort of the listener.

Author: Muñoz Ruidiaz Karina Alexandra.
Source: Escuela de Educación Básica Teodoro Wolf.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods.

Chart 4 Levels

LEVELS
• Level A1: At the end of 9th year Educación Básica GeneraI
• Level A2: At the end of 1st year Bachillerato
• Level B1: At the end of 3rd year Bachillerato

Author: Muñoz Ruidiaz Karina Alexandra.
Source: Escuela de Educación Básica Teodoro Wolf.

2.1.2 Theories of Aristoteles and Socrates

Aristoteles, one of the most important and prominent throughout history philosophers, logical and scientific. A thinker who sought to base human knowledge on experience and influenced during the development of humanity and thus became a major in education and its cycles.

In several of his theories, he argued that education and habits are genetic factors that influence the formation during personal and social development of mankind. According to Aristoteles the concept of education could be defined as a process of socialization. To educate ourselves many things change in different aspects of human beings, we are able to learn knowledge, assimilate and implement them. It is held in a range of skills and values that produce significant changes both intellectual and emotional or revolve around society.

Aristoteles argues and says that all education is a natural process and understands what is given by a normal or natural process is better for the development of human beings which includes moral rules and civic in its slightest scent. An important point is that Aristotle mentions the process of Education never comes to an end, as defined as a process of improvement that is improving in each of its levels and therefore this process can never have an end, the process of education will last as long as the life of the learner, never stops learning new things.

Aristoteles says that "is learn to be good to be, you learn to be virtuous exercising in these habits, learn to be a friend having friends, learn to seek the common good practicing operate for the good ". The educator or the person who instructs new knowledge to another facilitates this process in three major steps: providing, guiding and accompanying which they can be defined as follows: it is available strengthen good deeds and human attitudes, highlighting the good and deny or remove inadequate; guide is to set goals or objectives, explain what seems

appropriate for the individual and what is not; accompany is to want to share both the individual and what they are learning.

Therefore, it argues that all of us have the nature of teaching but everyone cannot make an explicit and effective way, they teach parents, teachers, friends and even different authorities and rulers around us, the most important feature that stands out in educational thinking Aristoteles was the originality, since according to experiences of his life and not seem correct the thinking of one of his teachers, had the idea of creating his own philosophy and his own concept which has influenced the thinking of great philosophers, extending up to present times.

According to Socrates, "Education is the kindling of a flame, not the filling of a container" years ago education was not taken with the same importance today, very few people favored the process of teaching and learning. Socrates, many years ago was an innovative teacher and had a different way of teaching using philosophy, humble and always using constructive criticism, which prompted his apprentices who always supported his work and had no problem with the place or conditions where imparted his knowledge, though, that earned him a death sentence because in those days it was a bad act against higher authorities, who waited with tranquility and serenity, charged with negative points and lies as corrupting the youth of that time. His thinking we know through the work that worked with Plato who was another great philosopher who contributed with great ideas to education today because Socrates did not leave a written text as records telling the story.

His learning process was done successfully through dialogue and talks between his apprentices, with this technique Socrates tried to extract truths of his pupil and out of ignorance or uncertainty. In the foreground, the teacher has the duty to examine the speech he heard of who is exposing him, pointing out and correcting their mistakes and could even have a little strong attitude in front of students in order to correct their mistakes and tell its contradictions.

This part of the process according to Socrates called it irony. Then put into practice maieutic order to extract the truth that exists in the intellect of his students, who may be assisted by teacher's questions, is similar to the midwife profession, relating to the profession of his mother, who helps life have the opportunity to go outside. In this process what comes is the truth of each, getting to the root of the object of knowledge.

2.1.3 The point of view of Plato about a good education.

Plato states that "With good education a person is a gentle man and divine creature, but they are the most ferocious of education and teaching animals. The education and teaching improve the good and make good the bad". It is understood that education, from the works of Plato, has had a great importance to the passing of the years. This idealist philosopher who managed a similar to that of the philosopher Socrates philosophy, since they met and exchanged ideas on several occasions said that education if well taught, is like the light of knowledge, this process will help us out of the ignorance. He states that education should lead and help the ignorant or unconscious from this stage to the true and legitimate knowledge.

The education will always be better used and imparted if vocation who has been called, a call that requires if it is mandatory offers resignation, does not accept seek pleasure or honor, none of those providing education by vocation expect such benefits, is being called to endure more discomfort for the benefit of social overcoming ignorance of a person or a group of people. The man who has been called to confront the process that has been raised, suffers and confuses sensitive surface and face the world.

Students are afraid to speak or say something about the issue that is being addressed in English classes. One way is this problem that is very common in

different schools is to find the root or the main reason for the problem and begin to help students from there. If in one case the problem is cultural, taking into account that different cultures have different characteristics, if their culture is not very common for students to speak aloud in class, or if students feel much fear speaking in public for fear of making mistakes when speaking in front of other students, a way to deal with this problem is that you can create a different culture or stablish a list of standards to be met within classes, where it becomes a standard talk loudly during English classes.

Another way to improve student performance is to distinguish their classroom from other classrooms in your school and in the classrooms of English study techniques and methodologies are different from those of other classes, you can also create another physical environment for this to the attention of students, a striking method would be the arrangement of the seats or tables differently, perhaps in circles or in rows work in groups, etc., or by decorating the classroom with posters or major announcements using the English language.

From day to teach students about common phrases and more used in the language, with basic phrases in English. Give feedback on the issues that have been reviewed and what will be discussed on the day of the class, this point can give a start to the class and may be in Spanish, this also helps stimulate and relax the shyer students to speak more about the issues. Another way to get students encouraged to participate in the class to talk more is to earmark a percentage of their final efforts to improve speaking qualification, this will make students think about their record notes and participate in what most they can.

F. García in Manual for Bilingual Teachers (2010) states that flashcards are wonderful teaching tools offer fun and interactive learning games for all levels of education, or for all subjects or students. It means that flashcards create an interactive environment of classes, this is important to catch the attention of the students.

According to Barcroft, Joe (2015), "Vocabulary learning can take place in importantly different contexts among them the following: (a) as part of first language, (L1) acquisition as part of L2 acquisition; (b) incidentally or intentionally; and (c) in naturalistic environment or in an instructed environment". It means that the learning of English not only take place in education, it exists different contexts where people have the necessity of learning a second language, in some cases this helps to improve the communication between people in their jobs.

Barcroft (2015) states that the process of learning supports three key components of vocabulary knowledge, these components are: form, meaning and mapping, English needs to be distinguished to make better meaning connections, and the process of language acquisition.

There are many different materials and tools exist to give different classes about speaking skills, one of the most used are cards that can present both small images the same that can interpret or increase to big images, are also the teachers profit from these cards, flashcards for a diversity in presentations, amounts, materials, comfort during transfer, etc.; which will help even in the directed studies or support, when used in written and illustrated on both sides therefore conforming equipment social student-teacher. The cards can be obtained or made with creativity, the perception of everyone. Therefore, resulting quite cheap and therefore regulating to budgets of all family income levels, these cards offer opportunities to expand learning and social nature of any interaction.

Civera.P. - Basic Vocabulary of the English Language. (2004). States a complete set of words collected by subject, with its usual pronunciation and corresponding translation in Spanish. A chief to the acquirement of vocabulary that has great importance in the knowledge, as it greatly facilitates the expression and fluency improves considerate.

2.2 Educational basis

According to Trim (2009) English in the eighth year of general basic education had been framed taking into consideration three main areas of interest for the board group, to show articulation and progression, and the correct development of the skills. Personal and educational are for pedagogical purposes, addressed in level A1.1, they constitute the immediate learners.

The third one that is public is in level A1.2, constitutes the extended learners, objectives and assessment indicators for speaking production and speaking interaction have been considered in this level.

According to Brown (2009) Reading and writing, not only are the specific objectives established for students to show different text types when they read English, but the texts are also progressively more complex to achieve the goals of this level.

2.2.1 Vocabulary

Vocabulary is constituted by the integration of words that conform a language. In this sense, a vocabulary is synonymous of lexis in the measure of the conjunct of lexical units that integrate a language.

A wide vocabulary is always a very assessing attitude in the communicative competences of a person; it shows intelligence, level of education and cultural baggage. In this sense, it is usual, during the academic years, that one of the questions in that educators make distinction is the slow increase of vocabulary of students.

2.2.2. Methods and Techniques to teach vocabulary.

There are a lot of authors such as (Hedge, 2000; Tomberg, 2009; Vivanco, 2001; Giovanny, 1996) that point different methods to retain vocabulary. These are based on the studies related with the memorization, about how the vocabulary is acquired. One of those methods are the association of words, which groups they belong, another strategy is the similarity in phonology between the native language and the another one that is object of learning.

According to (Hedge, 2000) mentions that for remembering a vocabulary, it must be read or listened in different context more than seven times. It means that teachers must expose to students in great amount of "input" with the objective that the words are saved in the memory. (Borjesson, 2012) mentions that the importance of teaching actively and continuously inside of a context with the objective that students do not forget the words. It is relevant the quantity since the words that are most used are those that appear with frequency in the language.

Other classroom activities that facilitate to acquire vocabulary are the use of role plays, pair works activities, project work and group work activities

2.2.3 Speaking skills

Speaking is one of the language skills that begins to develop in the life of the child from the beginning of school, starting from the ability to listen, and in that period the ability to speak is learned, when the child listens daily several sentences Or words part the learning of the ability to speak. Based on the cadre of educational competencies, speech is one of the four basic skills students must develop in their educational lives. Speaking is the most important productive skill in the oral method.

Speaking skill, like the other three skills, is more complicated and complex, this skill needs the interaction and development of the students and involves more than just pronouncing words.

2.2.4 Types of speaking

2.2.4.1 Interactive Speaking

Interactive speaking refers to the free interaction and the easy way to create conversations face to face of the students, may be telephone calls, the chance to ask for clarification, repetition or slower speech from conversations. Students are alternately listening and speaking.

2.2.4.2 Partially Interactive Speaking

Partially Interactive Speaking refers to activities like giving a speech to a live audience but with the point that the audience does not speak, the speaker checks comprehension from the audience.

2.2.4.3 Non Interactive Speaking

Non Interactive Speaking refers to activities where students or persons recording a speech for a radio broadcast, performing in a play, singing or reciting a poem.

2.2.4.4. Pedagogical resources

Vocabulary tools are pedagogical resources showing pictures, words, numbers or symbols, teachers should use both sides to make relations between words and pictures, they are used to get diverse knowledge about different topics reading words by repetition. One way to use flashcards is when teachers in one side of the card write a question and the answer on the other side. Teachers create different topics using flashcards, and, in different subjects: chemistry, history, mathematics, literature or any material that can be learned using questions and answers.

The use of flashcards is effective in primary, secondary and higher education, they are used by spaced repetition, memorization and other techniques using this resource.

The use of flashcards or learning cards can be made from digital or paper created by teachers, now with the advance of technology, teachers found sites on the internet that help to create this resource with their style, their preferences, their topics and the words that the teachers are going to use in the class.

Vocabulary tools are a pedagogical resource that teachers use in the class, they are a group of cards having information of different topics, this resource shows vocabulary, words, formulas, or any subject.

Smith, Kelly in her website states that, ¨Flashcard is an educational tool to help students memorize words or information. They are a smart implement for teaching children from the time they are very young, English vocabulary¨. In some cases, children love English and they want to learn in different ways and therefore they enjoy learning vocabulary and new words every day and it is very easy and fun to look at a picture with the word and the correct picture to make a relation between them.

Vocabulary tools are elementary and essential resources for education, principally in English education, they are a medium of easy instruction and students receive the words in an easy way. Teachers show the students an animal, an adjective, a character, a place, or an action. In fact, vocabulary tools are a way to make learning easy and fun.

2.2.5 How to teach English Basic Vocabulary in basic education?

It is significant for a teacher to be conscious of the new philosophies of learning, so that he/she can form perceptions into his/her own situation and improve his/her efficacy as a teacher. The use of flashcards is a resource which supplements, demonstrates, or increase the teaching process speed in a better way. The real job of the teacher is to create enough quantities of scholar material that their students need. In addition, teachers need to be conscious of positive principles when teaching.

2.2.6 English vocabulary

• According to Park, 40: Students are brilliant observers and have an ordinary aptitude to catch the meaning and illustrations of the words that they learn. Teachers, in the process of learning, use body language, gestures, pictures, or flashcards to attract the attention of the students.

• Students frequently learn English by reiterating phrases and words to themselves in order to become completely easy with their meanings and sounds.

• Teachers need to create a challenge with the students, according to the level of education.

• The teacher must be a friend of the students to make a more interactive class.

• Teachers need to generate original lessons based on the interests of the students permitting them to have sufficient of opportunities to learn new words. Teachers must use different methods to teach English, as: Audio-lingual, TPR, Communicative Approach, or a combination of these methods to create interesting classes to the students. Teachers have to say the word clearly two or three times while the children listen, then students repeat the word several times after the teacher. The teacher can use signs to get them repeat the word. Then they can ask specific students to say it.

2.2.7 Vocabulary Practice with vocabulary tools.

In basic education, teachers try to create a direct connection between the word and the meaning, also by using flashcards, drawings, or imitators. Flashcards are efficient resource to exercise basic vocabulary and improve the English language. There are lots of activities which can be used to practice vocabulary or to reinforce it.

1. Embrace your flashcards asking, ¨What is this? ¨ or ¨ Is it a pen? ¨.

2. Clamp up flashcards and get scholars to say the word without saying anything to the teacher. Children say the word without any assistance.

3. Hold up the flashcards, but let children see only a part of the picture and ask them to guess what it is. Teacher eliminates the covering sheet little by little.

4. The teacher titles a flashcard. Students must do a simple expression or movement to represent the element of the flashcard.

5. Give some flashcards to the students and ask them to hold up their pictures when they hear the correct word.

6. To practice basic vocabulary with students of basic education, the teacher can also use colors to indicate regular and irregular verbs in foreign languages. Represent words with colors is especially helpful for students who are visual learners.

Working vocabulary with flashcards creates the class more interactive and helps to intensificate the motivation of the students. They make a more pleasant experience for both elements of the process: teacher and students facilitate lesson planning and classroom environment.

2.2.8 Vocabulary tools

Bellani, Sandro in his website states that ¨Flashcards can be used for children to showcase a character and its corresponding sound or pronunciation. Learning basic vocabulary from flashcards allows children to easily remember a character and associate it with specific sounds¨. Flashcards can be used for entertaining purpose because they are easy to handle and are used to increase memory retention.

Flashcards are used in teaching and learning process to reinforce the children in memorization by repetition, especially with students that are in the beginning of their education, these resources make the classes more attractive. Flashcards are used when students are learning a second language in the different levels of education; flashcards are used to represent words and their meaning and to teach English vocabulary in the students of kindergarten. Flashcards can be beneficial for supporting words that students have learned.

Vocabulary tools tested as a pedagogical resource for the betterment of teaching English inside and outside the classroom, especially at the kindergarten and in courses of basic education. Flashcards help to make the vocabulary perfect and improve the knowledge of the students. If teachers implement this resource in students of basic education they have to use colorful cards, be clear and speak strongly to the students. The best part that the teachers have to consider is that children and young students is that children love looking pictures with strong colors, this increases their motivation to learn new words. Flashcards are often used to help students with memorization of basic words, they can be useful study aid for all ages and levels of education, but especially with students of elementary school.

Vocabulary tools can be used in 4 different ways:

• Prioritization: Students can use a group of flashcards and according to their own opinions, they have to organize the topics in the order that they consider.

• Memorization: Students can learn new words every day in each class, depending on the explanation of the teacher, and then they can make repetitions of the words with the correct meanings.

• Customization: Children can use flashcards to learn at their own speed. Flashcards are a way for them to take custody of their learning by keeping them absorbed. They use flashcards to remember things doing their homework outside the classroom.

• Timing: Flashcards permit the students learn in their own time, it is not a competition, the students assimilate in the order and the time that they prefer.

Vocabulary tools are pedagogical resources for teaching new words for children since they are in the kindergarten and help in all the levels of education, and the use of this resource helps to enhance the vocabulary with new expressions when students learn a second language. Students learn playing games with the vocabulary tools and sometimes they forget the fact that they are learning and create a more interactive class.

2.2.9 How to work with vocabulary tools?

It is interesting the different ways that teacher can use the flashcards to create a dynamic class, and at the same time the way that this resource helps to improve basic vocabulary in student of different levels. Teachers may improve according to the needs and interests of the students or the topic that they are reviewing in their books, according to this, they can create and use strategies to catch the attention of the student, and help them to the learning process. Sometimes, all the students have different hobbies and interests, this is an important point in the

learning process, and this is self – confidence in learning. The use of pictures develops the stimulus of the students, but teachers have to guide this process through activities or tasks. Students learn better when we create relation between the process of learning and the atmosphere where they receive the knowledge, teacher use flashcards as an entertainment resource to learn the language and students of basic education are very attracted by this tool.

Vocabulary tools help the students to learn vocabulary and focus on a particular topic, it is very important to incorporate brilliant colors to catch the attention of the students. For example, to make an easy relation in the use of flashcards, teachers can use pink color to feminine words and use blue color to masculine words.

Puzzles and mental games are brilliantly learned and catch the attention with the use of a flashcard. An extensive variety of flashcards make learning more motivating. Teachers can create different ways to know how to work with flashcards, and of course, teachers have to use imagination to make flashcards of good quality.

2.2.10 Advantages and disadvantages of using vocabulary tools.

2.2.10.1 Advantages of using vocabulary tools.

• The information is easy, precise and readily absorbed.

• The use of vocabulary tools makes active classes in the teaching-learning process.

• Learning with vocabulary tools can be a fun experience in students of kindergarten and basic education.

• Using vocabulary tools advances and improves preservation of information and encourages the connection with the knowledge of the students.

• Learning with vocabulary tools is quick and direct. Flashcards stimulate the recognition of images using words.

• Vocabulary tools allow to associate words with pictures.

• One of the most important advantages of using vocabulary tools is that this resource is easy and fast to reproduce.

2.2.10.2 Disadvantages of using vocabulary tools.

• One of the problems of using vocabulary tools in education is that the activity quickly becomes boring when teachers use repetitive methods, techniques words and topics.

Using vocabulary tools to teach and practice vocabulary

During the use of flashcards, it is important to take into account the following aspects:

Teachers have to be clear about their goals and decide what is elaborated in Vocabulary Learning. Teachers have to decide on the quantity of Vocabulary to be learned. It is important to choose the specific items to be trained. The choice of vocabulary should be connected to the goals of the course and the purposes of individual teachings. The teacher has the charge of selecting the basic vocabulary to be trained, the teacher had the obligation to present and practice vocabulary with the correct stress and pronunciation, this is important in the process of learning in the students, the teacher has to explain the meaning of the words and be clear.

There are a lot of vocabulary tools for teaching speaking skill such as:

2.2.11 Taboo game

Taboo game is a table game which consists in having two or more teams of people. The game consists in that a member of one team must get that his groupmate guess a word before the time agreed. For that, the member of the team will give key words, but it is forbidden to say the taboo words. The taboo words are those ones that are related with the word that the groupmate must guess. For example: a person must guess the word "Newspaper" but the groupmate cannot tell the description paper, information or read. The board can have a range of words, and the first teams that fill the box win.

2.2.12 Vocabulary charades

Vocabulary charades consist in that students must play with specific vocabulary words. For Example: Write words of vocabulary of the week in cards. Encourage the boy to do the same, it will teach to his practice.

The game can be played in team or groups, if they want to play in teams, divide each one in two teams, if they want to play just for entertainment, a person can represent the word meanwhile the other members guess the word as group. A person must be selected who chooses a card with the word written in it without showing to the other members. They must observe how the person in front of them is acting the word, he will do the possible to show the definition, to do this, not only the word must be read, they must be able to understand the definition. If the word is guessed, the team will achieve points and will win.

2.2.13 Pictionary

Pictionary is a game where the unique communication way is the drawing, for example, for teams, it consists guessing a word looking at a drawing which our

groupmate does or draws, it is a rush time, where the team wins if it has guessed more words. The most difficult part is when the verbs must be drawn.

In his work, J. Harmer states that it is important to stand out the tasks according to the speaking skill: rehearsal, feedback and engagement. These three aspects to achieve different goals in speaking practice refers to that the students can make free discussions and give the chance to study into and outside the classroom. Students are trying to use many words that they know to provide feedback to help in classes, and both parts of the class, teacher and students. And according to the engagement of the students, the practice of speaking activities can and should be motivating, but if all the students participate during the class, the author stand out different activities to practice speaking like role – playing, discussions, speeches, this kind of activities are intrinsically enjoyable in themselves.

Harmer focused each kind of activity to the appropriate level of study, to give facilities of learning to the students, for example information gaps belongs to elementary and intermediate level, this kind of activity refers to that each student has different information and they exchange that information, there is a gap between them. Other popular activity is when the student describes a drawing that is an essential activity of speaking. Another example of speaking activities is surveys, this activity belongs to elementary level, this activity refers to opinions exchange and conversations giving personal opinions; it is important the use of present simple as a basis of the conversation, the objective of this activity is that the students activate all their language knowledge and use all the words possible.

The third example of speaking activities is discussions, this activity is better to work with intermediate and upper intermediate levels of study. Teachers organize discussion sessions in and outside the classroom; students can exchange opinions, and use a fluent language. Students develop the ability to give spontaneous opinions and points of view; teachers help to the preparation of the dialogue and

build the discussion in stages. The activity starts with simple questions and the student answers in the best way possible.

Another activity and one of the most used is role – play, this activity is better to use with upper intermediate and advanced level. The students are asked to imagine different situations of the daily life, in this activity it is important the number of participants and the function of each one.

It is important that during the activities, the teachers correct the mistakes in different ways, but taking into account that the constant interruption from the teachers will destroy the purpose of the activity, this part distracts the students. During the activities, the teacher gives opinions or corrects mistakes, in some cases teachers wants to participate in role – plays and giving their points of view.

One of the most common problems to deal with speaking skills is the motivation, many students are able to handle a different language and at the same time handle the native language and therefore treat language learning as learning to speak and pronounce correctly the language they are learning. Nunan (1991) in his book argues that "success is measured in terms of the ability to conduct a conversation in the target language," therefore, if students do not receive adequate attention and make the correct practice of language, learners soon lose interest in the language and therefore learning will be uninspiring and very slow.

In other cases, if the activities are suitable for language learning you can create an atmosphere of motivation and also fun for the students, this will increase their interest in learning new words and making sentences, raising the general motivation students and so arouse the interest to learn and develop different skills.

J. Richards in his book "Speaking Teaching Theories and Methodologies" (2008) exposes several important points about teaching - learning according to the skill of speaking. In his theory he talks about the most common problems that the students have at the time to improve speaking, the reasons why the speaking has little

development in the classroom and therefore the poor reception of students, dealing with aspects and different techniques that can be used by teachers to improve the skill; the different aspects that have to be used by students to improve their fluency, different techniques to test the ability among students, dialogues and conversations between them.

One of the most common problems that the learners have in different levels of education is: they cannot sustain and formulate spoken dialogues and interactions beyond short segments, the students do not have frequent conversations between them and in many cases this kind of dialogues is not understandable. Another problem is that they do not have the vocabulary needed to talk about different topics in classes and the lack of communication strategies. Some students are afraid to speak in public or with their own classmates, and the factors of this are that they speak slowly and with low voice and do not participate in an active conversation and obviously the dialogue does not sound natural and interactive. Influences also, seriously, the poor pronunciation and grammar that they achieve in the different levels.

The lack of strategies on speaking skills into the curriculum of the institution is a problem too for the education system according to the subject, in some cases these problems walk with the limited English proficiency of the teachers and the oral activities and conditions do not a favor to the development of the ability. The limited opportunities outside the class to practice, for example: in some institutions, teachers give activities to do at home to the students to develop other abilities but in some schools this is not an opportunity.

JL- Walled Teaching of English in education; Methods for teaching - learning of English (2010) " expresses it term encompasses the set of mechanisms that activates and directs the behavior in a certain direction in order to achieve one or more objectives , it is undoubtedly a complex process that affects the ability to learn for all individuals , in general, it can be said that there are several types of

motivation that, as logical, can be transferable to the learning of foreign languages " .page (33) .

According to Glenn D. Intelligence How to Multiply Your Students (2009) states that: Education and learning always depend on part on the cognitive characteristics of each individual student. Each student has a different learning to receive the information that the teacher gives every day, it is obligation of the teacher to study the level of each student and create methods to do a best process of learning.

According to Harmer, J. (2012) "There are many views of the place of English in the world and what it is doing and has done. But for economic reasons, commerce and technological, the English language is the most important around the world." English is important nowadays, it is the language of education, and offers opportunities in different contexts of jobs.

According to Richards, J. (2009) education is the procedure getting general information, it progresses the influences to obtain significate learning, preparing oneself or others in an intelligent way for the future. Education changes the development of people and helps in the life, it provides with the information which helps to solve some problems.

Harmer, J. (2012) said "language learning is an active process. It is not enough for learners just to have the necessary knowledge. The person has to develop the ability to communicate in a correct way with other" Each person has abilities to develop a different skills than others, in the process of learning the teachers develop this skill and work hard to develop the other skills.

According to Garcia Carrasco, L - . What you should learn before learning (2011). The teaching source developed by the German Sebastian Leiter, uses labels to review information on certain times of the study stage, the review is not a method

that we should use only in situation of exams, but we are always interested in learning. Page (103).

Garcia Jimenez .F- Manual for bilingual teaching (2006). Mentions that the vocabulary tools with drawings, donate positively learning vocabulary in English to rouse the students their senses and make a relation with the environment. The pictures explain a way to a spontaneous expression of social communication in the area in which they operate, example: in the classroom between teacher-student to interpret the world in which they live or the place where is reproducing with meanings of creativity, combined with the inspiration that allowed through. Pictures of the opportunity of ideas transmitted through drawings, however the metaphoric image of something or someone, to be characterized or taken by the opinion, or they may be reproduced through art.

Teachers responsible for teaching English must take into account many steps or strategies to make the process easier and faster, this will also help understanding the vocabulary and the introduction of new words according to the topics reviewed in each class.

There must be order when dealing vocabulary; teachers can start with simple words they use in the daily life, such as names, things, objects, animals, etc. The visuals that students can appreciate in their homes or classrooms, work best with concrete and simple names, which can be supported with cards for greater understanding. It is a good choice to use objects and not just cards, draw the attention of all senses of the students because with this kind they will become more active.

Following the introduction of simple words is time to review the adjectives, as long as they start with the most common. Teachers can start by making comparisons or opposite words like "big" and "small", "long" and "short", usually can be used cards with pictures illustrated to show students, also objects can be used because this strategy may comprise more which can create a more interactive

environment and make comparisons using adjectives, this technique may take several minutes during class but for students is much easier to understand. For teaching new words and a little more complex, for example, when the teacher refers to words like stunning, gorgeous, etc., you can use photos of famous places because with these adjectives they can describe each of them, famous places can be described clearly knowing their meaning.

Another technique for learning vocabulary is the presentation and construction of abstracts; in this case there are many things that cannot be taught with a certain number of cards. The technique cards always work best for individual words as synonyms, antonyms, or short definitions. Other techniques can be developed for teaching vocabulary, there are games that can be carried out in the development of the class, because while producing teaching fun atmosphere created and this draws the attention of the students. These games can be: bingo, games using pairs, fill in the blanks or missing words, etc.

Bingo is one of the most versatile games and more used by ESL teachers. It can be used in several ways, younger students can create cards with their artwork, name each word and thus explain its significance compared to other peers. Students can create cards according to the topics reviewed; group them so that no distract and make games between them, each exposing one of the cards and explaining their meaning. Matching technique is another technique with a large number of applications and possibilities.

It is much more used to working with synonyms, antonyms and make comparisons, students can be divided into groups and have the opposite words spread among them. Fill in the blanks with missing words in a text is a technique that helps a lot to memorize new words, one of the strategies most commonly used by English teachers is when a song is written with certain blanks, hearing the audio, students have to make an effort to fill these spaces with the right words and make the necessary repetitions.

Production vocabulary can be carried out by using photos or recent experiences. With this strategy the students can use the vocabulary they have learned and thus make descriptions of experiences or images they use. This can be applied in oral and written descriptions. The teacher can help in this technique giving some guidance, as indicating that they have to use at least five adjectives in their description, or five words related to the subject being treated.

Fill in the blanks but without giving options to the student, the teacher gives students a sheet with some text or song, with blanks, but without response options or alternatives, the instructor can give directions or clues for each space as "noun", "adjective" or "adverb" if students already know the difference between them and recognize them. At the end of reading can they compare answers and say them aloud in order to reach the correct answer, the teacher has to have the text developed with the correct answers. Mental or brainstorming maps is another idea to build vocabulary in students, the teacher tells the students to think of words to be used to describe the time or other issue that may develop.

The teacher can write one of the words related to the subject in the center of the board or students in a sheet. Students can respond with synonyms on the written word, taking the appropriate subject vocabulary. "That's what I'm thinking" is another activity that can be implemented to develop the students' vocabulary. Students take turns to describe something, a thing, a person and their physical descriptions or a place, for example: "I'm thinking about a big place that is located on the shores of countries, it has plenty of water and many visitors go every a day" each student chooses how explicit can be in describing what he's thinking, even the little ones can do this with simple descriptions: "it's an animal, lives in my backyard and has four legs".

It is better to teach vocabulary from the levels indicated, always start with the key or most used words if you teach descriptive and substantive adjectives most used

or are in the classroom of high school but always divide them into groups depending on the subject they learn each day and avoid future confusions. Teachers should keep in mind that you should never teach a list of words for its own sake, or students will not have the opportunity to practice this new vocabulary.

Finally, teachers should remember must they cater to different learning styles and multiple intelligences each of the students. Using songs and music, real-life objects, or puzzles, as strategies also will create an interactive space for students and not fall into a monotonous class. Remember the difference between producing and recognizing words, for students, it is very important to practice, they have to remember the words spontaneously.

2.3 Legal Basis

The constitution of Ecuador (Article 26 and 27) establishes that:

2.3.1 Article 26

This article states before the law that education is a right of each person according to each stage of their life and which has unrestricted access, it is also considered that this is an obligation of government investment in state education and public, the guarantee of equality without discrimination and social inclusion in all social levels which need this important benefit for the benefit of all Ecuadorians and their social environment. This article startles that each individual has the right to all levels of education to improve their social and economic condition in the future as the contribution of this benefit helps in the progress of this nation.

2.3.2 Article 27

This article stipulates that education focuses on every person who lives and is a citizen of this country and guarantee the integral development of the nation based

primarily on respect and rights of the human being, the rights of the natural environment sustainable and participation and democracy; which should be participatory, compulsory, intercultural, democratic, inclusive and diverse, warmth and quality.

It also stipulates that education focuses on equality, democracy, justice, peace and solidarity; to stimulate critical thinking, art, physical education, initiative and individual progress and community capacity building and skills to create opportunities and work. It is essential for knowledge, since this is the end result of good management of teaching - learning process. The exercise of the rights and duties of a country achieve the goals of a healthy nation, and is a strategic area for national development.

2.3.3 The Constitution of Ecuador institutes that:

The research was based on Article 347, subparagraphs 3, 7, 8, 9 of the Constitution of Ecuador; which states that the state guarantees all forms of education incorporating the use of resources facilitate the process of education in order to eradicate illiteracy. Also in the current Education Act in Article 142, paragraph b ; mentions on the rights of students to receive efficient care of their teachers, educational aspects and personal training.

2.3.4 Art. 48. Estructura general del Sistema educativo.

It will be the duty of the state, society and family, to promote priority integral development of children and adolescents and to ensure the full exercise of their rights. In all cases, the principle is applied to interests of children and their rights shall prevail over those of others.

2.3.5 Law of Intercultural Education

The law of Intercultural Education (Article 6 and 19) establishes that:

2.3.5.1 Article 6

This article is confirmed and the importance of education in the nation of Ecuador is highlighted, states that develops a significant and important role in the development of comprehensive education through cross vision and focus rights of all citizens; Additionally, this article shows how important is the development and improvements that can be applied in education induced by the national government.

2.3.5.2 Article 19
In this section, the article taken establishes that participation is essential and there are important improvements in education when talking about planning, organization and execution of actions that have to do with education. As well it defines each of the requirements and points to meet in order to ensure the quality of education in all institutions including private and public nationwide. Besides, the government should promote the activities to be performed by improvements in education.

The Law of Intercultural Education on its article 19 states that the Central Government is in charge of the Education in all its level (Planning, organization and implementation) as well as defining all the requirement in order to ensure a quality Education of all the institutions.

CHAPTER III

METHODOLOGY

3.1 RESEARCH DESIGN

The design of this research was based on qualitative methodology; this method permits to get qualitative results about the improvement and development of the students of eighth grade at Escuela de Educación Básica "Teodoro Wolf". The following proposal was established for the enhancement of the speaking skill in the English language.

1) This research was based on documentary investigation.
2) It was guided by research questions.
3) This research used the theoretical framework and methodology to obtain general education.

The teacher reviewed how the implementation of new tools to help the knowledge in English. Is, and it is very important the use of flashcards in the learning of new vocabulary. It allowed participate as an observer to guide this research, at the same time it was focused on analyzing and describing the impact that the use of flashcards in English classes caused. During the application of this research the teacher and the students used this tool in different activities like games and cognitive lessons.

3.1.1. Research Questions

The research questions that guided this study included:

1) How possible is the use of the vocabulary tool for English teachers?
2) How can be demonstrated the students' reactions to this new method?
3) How can the use of this vocabulary tool contribute to students' knowledge?
4) What is the impact about the use of vocabulary resources in English teaching?

3.2 POPULATION AND SAMPLE

The population of this research is composed by 23 students of the eighth grade from Escuela de Educación Básica Teodoro Wolf in Santa Elena who are distributed on 14 girls and 9 boys; a principal (1), teachers (2) and one (1) English language specialist.

Chart 5: Population

Nº	Descripción	Quantity	%
01	Principal of Escuela de Educación Básica Teodoro Wolf	1	4%
02	English teachers of Escuela de Educación Básica Teodoro Wolf	2	6%
03	Students of eighth grade at Escuela de Educación Básica Teodoro Wolf	23	86%
04	English language specialist	1	4%
TOTAL		27	100 %

Source: Escuela de Educación Básica Teodoro Wolf
Author: Muñoz Ruidiaz Karina Alexandra

Sample: Since the size of the population is manageable, the 100% of the population was studied. It means that no sample size formula was applied.

3.3 DATA COLLECTION

a) Qualitative Method

This research used qualitative method, in order to get information and results about the use of Vocabulary tools to improve speaking skills, people responsible of the investigation make interviews with teachers, principals, principal of the institution and students.

b) Inductive-deductive Method

This research paper used deductive and inductive methods. For the deductive method first, all the needed information about Vocabulary tools for the improvement of the speaking skill was collected, studied, differentiated between authors and specialists of the topic of the research paper, and finally simplified for the paper. In contrast, for the inductive method the researchers started with small observations and surveys to observe the problems and try to solve.

c) Scientific Method

This method allowed showing the real improvement of the independent study of the eighth grade at Escuela de Educación Básica Teodoro Wolf.

d) Observation Method

This method helped to find out detailed information and problems at the moment to improve the speaking skill in students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

3.3.1 LEVEL OR TYPE OF RESEARCH

a) Field Research

It is important and necessary to get updated information on the status of improvement of the speaking skill in students of eighth grade at Escuela de Educación Básica Teodoro Wolf during the implementation of this research paper, it was applied in the context of students of eighth grade since it is the target population involved in the problem.

b) Bibliographic research

It allowed to look for specific and essential information about the model of this research paper, according to the topic, add information about authors, book, virtual books contributing with the improvement of the speaking skill in students of eighth grade at Escuela de Educación Básica Teodoro Wolf.

c) Applied research

This kind of research was directed with the purpose of testing how useful the intervention of an approach involving pedagogical resource could be to assist solves problems in the speaking skills that the students of eighth grade have. The interviews to the principal, specialist, English teacher and students of the institution in order to prove the importance of using pedagogical resources like flashcards, all this was valuable to this study.

d) Correlational Research

This method demonstrated the degree of connection between the specified problem (of the eighth grade at Escuela de Educación Básica Teodoro Wolf) and the research paper (implementation of the improvement of the speaking skill using

Vocabulary tools).

3.3.2 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

a) Techniques

The following techniques were applied during this research: Observation, Survey, interviews and focus group which involved students, an English teacher, the principal and a specialist. And these techniques added to noticing the existence of the problem as well as the understanding of students 'experiences and perspectives concerning the use of vocabulary cards to enhance the speaking skill. This variety of data-collecting methods allowed having a profound vision about the subject of the study in this research.

b) Observation

This technique was applied to the students and the authorities responsible for the schools and the area of English at Escuela de Educación Básica Teodoro Wolf.
This technique allowed observing methodically the conduct of students during the English class and their responses to methodologies and strategies used for the improvement of speaking skill in the classroom.

c) Survey

This technique was useful to collect specific statistics through direct questions concerning the problem and the proposed solution, it allowed to get results about the advantages and disadvantages of the implementation of the project about the improvement of the speaking skills in students of eighth grade.

d) Interview

This technique was used to obtain direct information form the Principal of Escuela de Educación Básica Teodoro Wolf and experts about the topic of the project, from the first interviewed it was possible to know the use of pedagogical resources inside the institution and from the experts and specialists of the topic to get information about the use of pedagogical resources in the classroom.

e) Focus group

This method is a type of detailed interview accomplished in a group, whose meetings present characteristics defined with respect to the research, size, composition, and interview processes. The students of eighth grade could stimulate each other through their answers to the ideas and contributions during the discussion in the focus group. Focus group simulated discussion with comments of subjects. The important data produced by this technique are the transcriptions of the group discussion, my reflections and annotations.

3.3.3 Instruments

a) Camera, video - camera

This instrument was useful to get the evidence of the interviews and surveys and this was the evidence of the results about the implementation of the project.

b) Notebook

This instrument was used to take note of the different actions advance throughout this research.

c) Questionnaire

It is a document with several questions which was elaborated to get information about the project and question about it.

3.3.4 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistics according to the charts.

Chart 6: Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the speaking skills of the students.
2. From which people or objects?	Students of eighth grade at Escuela de Educación Básica Teodoro Wolf.
3. About what aspects?	Speaking skills
4. Who?	Karina Alexandra Muñoz Ruidiaz
5. To Whom?	Students, English teachers and principal of Escuela de Educación básica Teodoro Wolf.
6. When?	During the period 2016 – 2017.
7. Where?	At Escuela de Educación Básica Teodoro Wolf.
8. How many times?	Once a year during the period 2016 – 2017.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, surveys, focus group, rubrics.
11. With what?	Camera, smarthphone and laptop, vocabulary tools.

Source: Escuela de Educación Básica Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

3.3.5 Data processing plan

Chart 7 Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The low autonomous work and low use of pedagogical teaching resources was determined through surveys directed to students and professors of eight year from Escuela de Educación Básica Teodoro Wolf, the use of Vocabulary tools, to improve the speaking skills in the students.	Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others. Besides an interview with the specialist, the principal and English Teacher of Escuela de Educación Básica Teodoro Wolf.	Once the problem was confirmed in the students of the eighth grade of this institution, through surveys, interview and focus group were made for students and interviews for Principal, English teachers and specialist. The data collected in this investigation contributed to the solution of the problem in this research.	Using all the collected Data that proved the low level of speaking skills of students of eighth year at Escuela de Educación Básica Teodoro Wolf, it was important to involve the principal and English teachers in the incoming process in order to improve the speaking skills of the students.	Implementing the speaking courses using Vocabulary tools in the students of eighth grade from Escuela de Educación Básica Teodoro Wolf will improve the speaking skills.

Source: Escuela de Educación Básica Teodoro Wolf.
Author: Karina Alexandra Muñoz Ruidiaz.

3.4 DATA ANALYSIS

3.4.1 Interview directed to the principal of Escuela de Educación Basica Teodoro Wolf

1. - Do you consider that English is important nowadays?

Interpretation: The principal told us that English is currently very important, mostly for students, since now they needed to speak at least two languages to be elected in respect of any work or education in different fields.

2. – What is your opinion that teachers implement or use appropriate strategies and methods in class?

Interpretation: The principal says that every teacher of the institution handles a different methodology to reach every student in each of their subjects.

3. – Do you agree that students from this institution have developed their speaking skills effectively?

Interpretation: The principal says that in the institution the subject of English is taught only from the eighth grade, unlike other institutions handle it even from the initial grade but despite that student handle the skills of matter well.

4. - Do you consider that students appreciate speaking skills in this institution?

Interpretation: The principal tells us that you have noticed an improvement in terms of English, and has even received congratulations from other institutions as students perform very well.

5. – In your opinion, more appropriate strategies could contribute students to improve the speaking skills?

Interpretation: The principal tells us that it is important to use new strategies, including using new materials, always be updated.

6. - Have you ever heard about flashcards exercises and strategies to contribute to the improvement of the speaking skills?

Interpretation: The principal tells us she had never heard of the flashcards, but if it is a tool for improving the material it is very well received.

7. – Do you think that the use of flashcards strategies could help students from this institution to improve their speaking skills?

Interpretation: The principal tells us that everything for student learning is very useful in the institution; always he tells the teachers that they need to change strategies and materials.

8. - Would you be prepared to implement the use of flashcards strategies to improve the speaking skills in the students of your institution?

Interpretation: The principal tells us that the institution is prepared for any method or strategy to provide education.

3.4.2 INTERVIEW TO SPECIALISTS

1. - Do you agree that English is important in the education today?

Interpretation: The specialist told us that he believes that education is very important in today's world; people must handle at least two languages for different labor camps, or even on trips or to interact with foreigners, it is very important to implement English in education today.

2. - How do you consider the English class should be?

Interpretation: Classes are interactive and fun, today it is very difficult to draw the attention of students, which is the reason you have to use several strategies, methods and materials for students to be more interested in classes.

3. - What is your opinion that English teachers implement the right methods and strategies in class?

Interpretation: The specialist told us that every teacher should use the tools, methods and strategies indicated for teaching the subject, there are many students who do not like the subject of English, this is one of the reasons why we must do everything possible to catch their attention.

4. - Do you consider that students develop their speaking skills satisfactorily?

Interpretation: The specialist told us that there are different levels of knowledge in students, there are some who manage the language very easily, but likewise there are others who do not handle the language for different reasons, because they are difficult and also because of their attention .

5. - Do you think that better strategies could help students to improve their speaking skills?

Interpretation: The specialist told us that the use of different physical tools for improving student performance, such as videos, songs, cards, good use of books, folders, and even the notebooks, are used for the development of the subject; students often expect more from teacher so they want most striking new methods used.

6. - How can you define a pedagogical resource to teach vocabulary?

Interpretation: The specialist told us that the use of flashcards is very interactive during English classes; these tools help them increase their vocabulary learning new words during each class.

7. - What are the advantages of using vocabulary to improve the speaking skills?

Interpretation: The specialist told us that there are many advantages when teachers use new teaching methods, the use of cards makes students memorize new words from each topic they review, there are many advantages such as

helping fluency if in some circumstances students should deal with people who are native English speakers, during their trips it can also be very useful.

3.4.3 Survey directed to students

Question 1: How important is for you to learn English?

Chart 8: How important is for you to learn English?

OPTION	QUANTITY
Very Important	33
Less Important	6
Nothing Important	1
	40

Graphs 1: Chart 8: How important is for you to learn English?
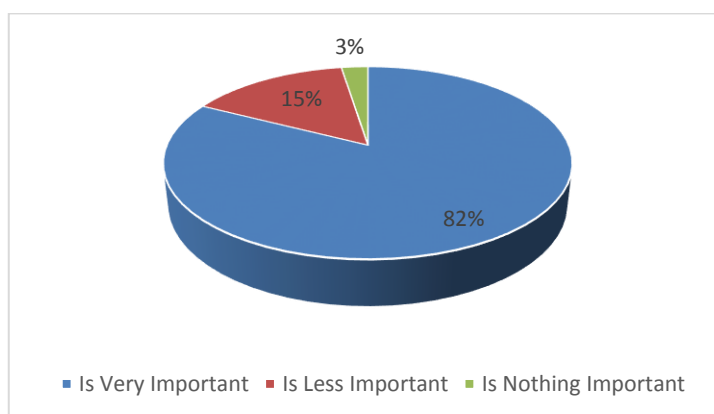
Source: Survey Directed To Students
Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Most of the students indicated that it is very important for them to learn a second language in all the schools in the country, but that many of them do not have the necessary resources to do so, but for everyone is a very important subject.

Question 2: How do you rate the knowledge and development of your teacher in the English subject?

Chart 9: How do you rate the knowledge and development of your teacher in the English subject?

OPTION	QUANTITY
Very Good	10
Good	17
Regular	11
Bad	2
	40

Graphs 2: How do you rate the knowledge and development of your teacher in the English subject?
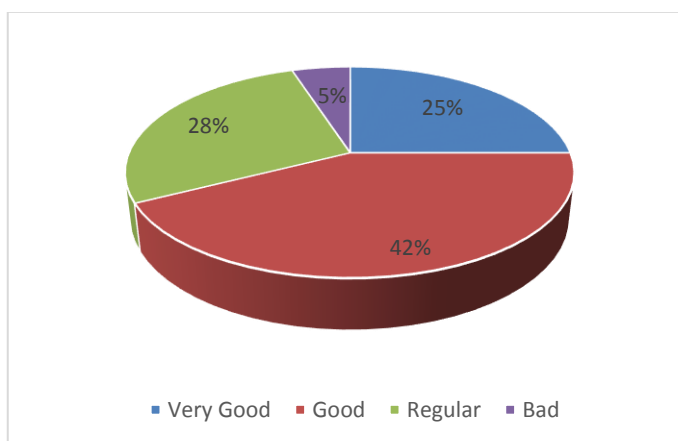
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: The performance and quality of the English teacher is very good, this is what I was told by the students, but it is very important not being able to create a different class or fun due to lack of resources.

Question 3: Indicate which one or which of these materials your teacher uses during the English Teaching.

Chart 10: Indicate which one or which of these materials your teacher uses during the English Teaching

OPTION	QUANTITY
Cards	4
Posters	0
Books	30
Work Sheets	5
Songs	1
	40

Graphs 3: Indicate which one or which of these materials your teacher uses during the English Teaching
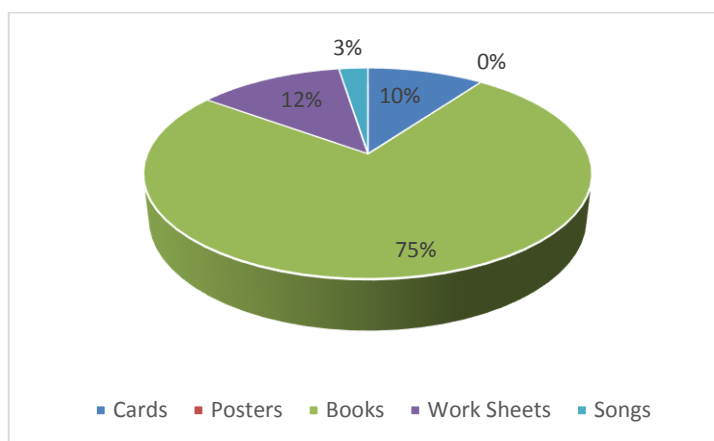
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Students indicated that the materials and resources that their English teacher most uses are the subject books, worksheets and also dictionaries. Almost none students mentioned posters or flashcards

Question 4: Do you consider important the use of materials for teaching English?

Chart 11: Do you consider important the use of materials for teaching English?

OPTION	QUANTITY
Very Important	35
Less Important	5
Nothing Important	0
	40

Graphs 4: Do you consider important the use of materials for teaching the English?
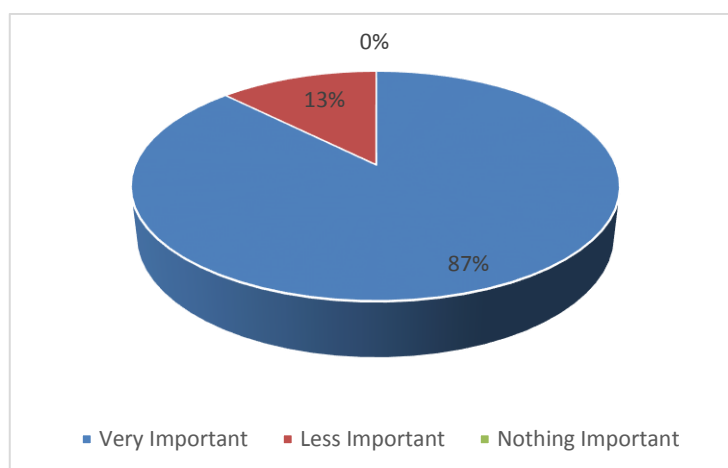
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Students say that it is very necessary and important to use resources other than the traditional ones that are used in all the subjects they receive, especially in interactive subjects such as English, if the creation and implementation of new resources exist, they can call more attention from the students.

Question 5: How many times a week do you practice speaking in English classes?

Chart 12: How many times a week do you practice speaking in English classes?

OPTION	QUANTITY
Every day	11
Four times a week	8
Once a week	15
Once a month	6
	40

Graphs 5: How many times a week do you practice speaking in English classes?
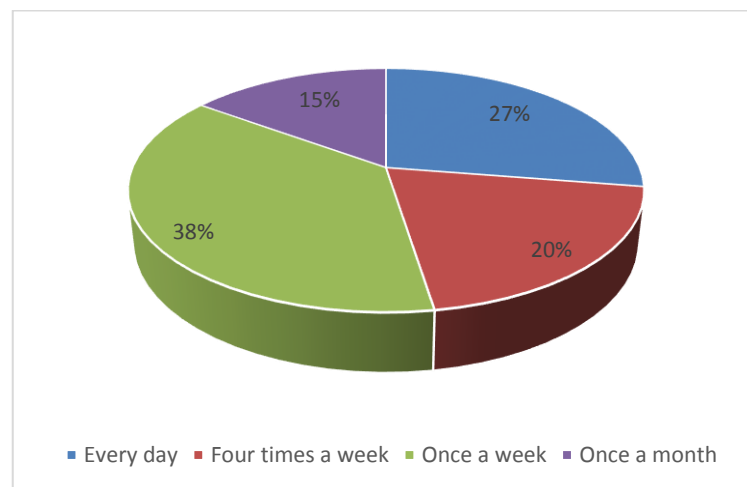
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Many students mention that the ability of the speaking in only practiced once a week or maximum two.

Question 6: How many sites on the internet do you know where you can practice Speaking?

Chart 13: How many sites on the internet do you know where you can practice Speaking?

OPTION	QUANTITY
Three or more	12
Two	15
One	10
None	3
	40

Graphs 6: How many sites on the internet do you know where you can practice Speaking?
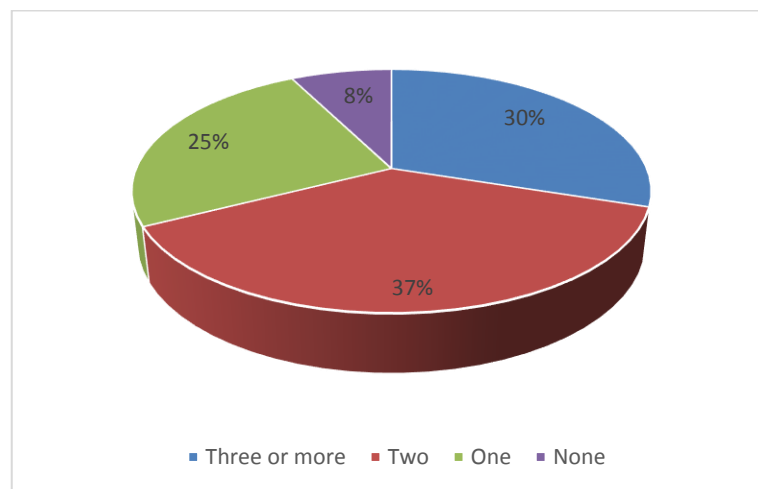
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: The students said they do not know any tools on the internet to practice this skill.

Question 7: Would you like to improve the Speaking skill?

Chart 14: Would you like to improve the Speaking skill?

OPTION	QUANTITY
Completely agree	37
Agree	3
In disagreement	0
Completely disagree	0
	40

Graphs 7: Would you like to improve the Speaking skill?
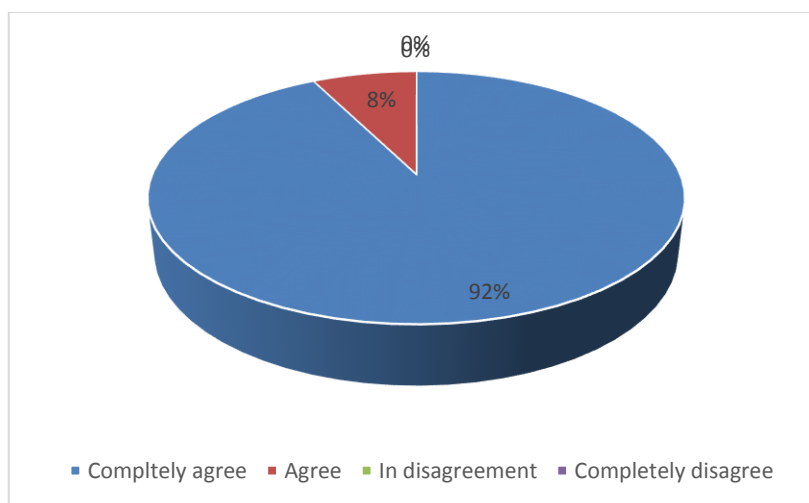
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Most of the students said that they are very interested in learning and developing speaking skills because they find it interesting to learn to speak in other languages and to be prepared for special situations, such as dialogues with people from abroad.

Question 8: Do you consider necessary the implementation of workshops after usual hours of classes in which the objective is to improve the vocabulary of each topic previously studied?

Chart 15: Do you consider necessary the implementation of workshops after usual hours of classes in which the objective is to improve the vocabulary of each topic previously studied?

OPTION	QUANTITY
Completely agree	30
Agree	4
In disagreement	2
Completely disagree	4
	40

Graphs 8: Do you consider necessary the implementation of workshops after hours usual of classes in which the objective is to improve the vocabulary of each topic previously studied?

Legend: Compltely agree ▪ Agree ▪ In disagreement ▪ Completely disagree
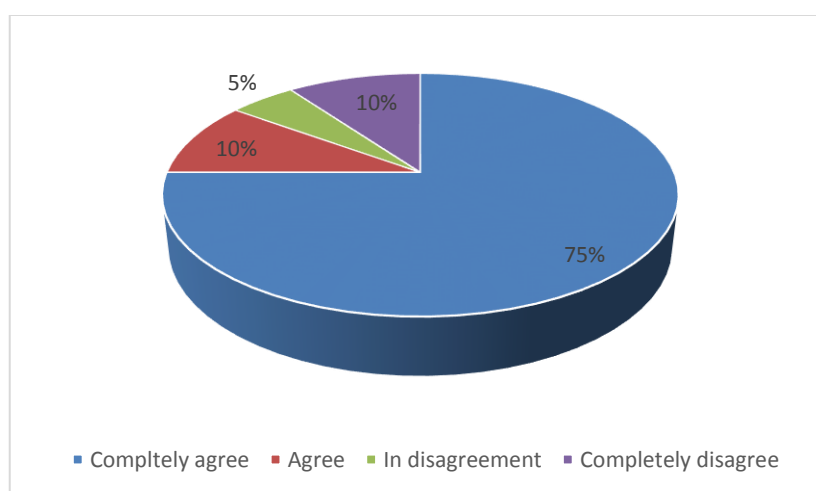
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: Most students said they believe it is necessary to implement other learning tools as long as they contribute to the subject.

Question 9: How do you rate the content of the texts used in the subject according to their learning needs?

Chart 16: How do you rate the content of the texts used in the subject according to their learning needs?

OPTION	QUANTITY
Very good	33
Good	5
Regular	2
Bad	0
Very Bad	0
	40

Graphs 9: How do you rate the content of the texts used in the subject according to to their learning needs?
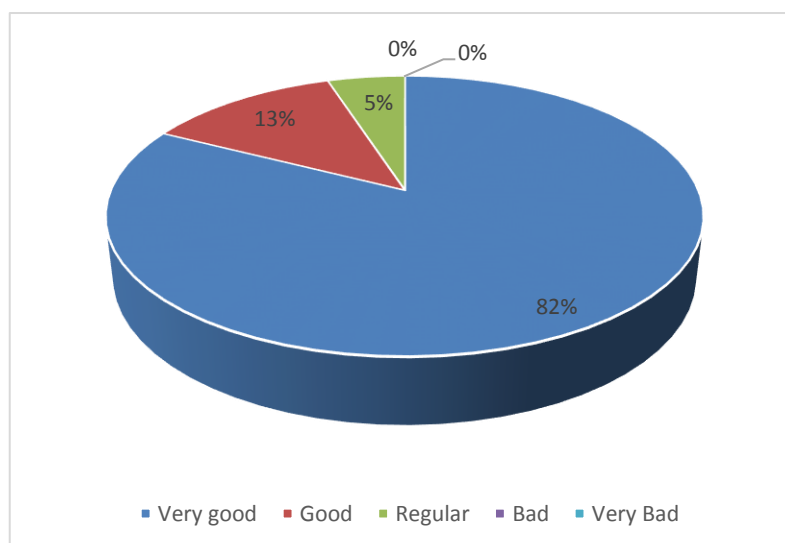
Source: Survey Directed To Students

Author: Karina Alexandra Muñoz Ruidiaz

Interpretation: The students said that the books they use are of good quality and contain what is necessary for the level of English they present, but they would like to have more teaching materials to make the classes more fun.

Question 10: How would you like the English classes to be developed?

Interpretation: The students said they would like the classes to be more fun, with more material to develop in classes, with more activities and to create things, with technological tools and interactive material.

3.4.4 Transcription of the focus group

Transcription of focus group

Details of group:

Moderator: Karina Alexandra Muñoz Ruidiaz

Place: Escuela de Educación Básica Teodoro Wolf, Santa Elena

Date: October 18th, 2016.

Objective: To know about the opinions of the students, their recommendations and experiences with the subject and the implementation of this new Project about the use of vocabulary tools to improve the speaking skill.

Participants:

Chart 17: List of students of eighth grade.

o Kerly Arana	
o Yomaira Zambrano	
o Andrea Alava	
o Nathaly del Pezo	
o María Ramirez	
o Nany Caicedo	
o Allison Villon	
o Katherine Yagual	
o Keyla Ramirez	
o Arianna Sigcho	
o Luisana Zamora	
o Richard Tenorio	**STUDENTS OF EIGHTH GRADE**
o Kevin Cujilan	**AT ESCUELA DE EDUCACIÓN**
o Jordy Lopez	**BÁSICA TEODORO WOLF,**
o Aisha Delgado	**SANTA ELENA.**
o Nicole Sanchez	
o Allison Tomala	
o Ashley Plua	
o Jordy Rosales	
o Allison Villon	
o Pierina Gellibert	
o Arianna Valladares	
o Kenya Santos	
o Lilian Rios	
o Emely Macias	

Moderator:	What is your opinion about the education of English nowadays?
Ashley:	English is important because we can talk with other persons.
Katherine:	It is important because we can travel to other places.
Moderator:	How do you think English classes should be?
Allison:	With more materials
Allison Villon:	With music or toys
Moderator:	Could you imagine a class without any method of teaching?
Maria:	No, because the teacher uses a plan in every class.
Nathaly:	No, I think that this can be a boring class.
Moderator:	Do you think that English teachers use appropriate methods or strategies in English class?
Kerly:	Yes, our teacher gives good classes.
Yomaira:	Yes, sometimes we can play and learn at the same time.
Andrea:	Yes, we use different tools to learn in different classes but principally in English.
Moderator:	What do you think about the development of speaking? Have you noticed any progress in this ability to

	speak English?
Nathaly:	Yes, in our classes we can express our opinions.
Maria Ramirez:	We can talk with our friends and we can make short dialogues to participate in different role plays.
Moderator:	Do you consider that the use of pedagogical resources could help to improve the ability to speak in English?
Nany:	Yes, in some cases we use cards to learn the vocabulary.
Allison:	Yes, I think that when we use other tools we learn in a correct way.
Moderator:	What adjective would you use for the communicative ability of English?
Katherine:	I think that it is good.
Keyla:	Better.
Arianna:	New and interactive.
Moderator:	Should the teacher contribute in the development of the ability to speak English in students?
Luisana:	Yes, our teacher is a good teacher and uses different strategies.
Richard:	Yes, she participates in our classes and then we can repeat the activities without mistakes.
Moderator:	What do you think about the use of vocabulary cards for English classes?
Kevin:	We use the cards in some cases and

	for me it is a funny class.
Jordy:	It is good because those tools capture the attention of the students.
Moderator:	What is your opinion about the use of vocabulary cards in English language teaching?
Aisha:	I think that it is good always to implement other tools to this process.
Nicole:	To me, it is a good way to learn vocabulary and English skills.

3.4.5   INTERVIEW DIRECTED TO ENGLISH TEACHER

1.-What is your opinion about the importance of English nowadays?
Interpretation: The teacher said that English is important for all types of work fields and daily activities of all people.

2.-Do you think that you as an English teacher implement appropriate strategies and methods in class?
Interpretation: The teacher said that she uses different teaching methods during English classes.

3. - Do you consider that students from this institution have developed their speaking skills effectively?
Interpretation: The teacher said that she uses different teaching methods during English classes, this has helped students to perform better in class and to develop language skills better.

4.-Do you think that students like to practice speaking in this institution?

Interpretation: The teacher said that 50% of the students of the institution like English and therefore develop the language skills, but that the other 50% of them do not like the language therefore it is more difficult to get the attention of them.

5.-What other strategies could contribute to the improvement of the speaking skills in the students?

Interpretation: The teacher said that the games help a lot in their class as this makes the classes become more dynamic and students have more interest to learn.

6.-Do you think students should know vocabulary to speak more fluently?

Interpretation: The teacher said that the use of various learning tools can contribute to language teaching and therefore increasing vocabulary will help students speak in a more fluent way.

7.-Have you ever heard about flashcard strategies and activities that contribute to the improvement of the speaking skills in the students?

Interpretation: The teacher said that she has heard about the cards but that she rarely uses them during her classes.

8.-What is your opinion about the use of flashcards strategies and activities to improve speaking skills in students?

Interpretation: The teacher said that she has heard that the use of cards can help to create various strategies and various learning techniques such as games, etc., so this helps the process and brings positive points academically.

9- Would you be prepared to implement the use of flashcards activities to improve the speaking skills in the students during your classes?

Interpretation: The teacher said that the institution, students and teachers feel ready to implement new tools for language learning.

3.4.6   Analysis of results - students

According to the results of the questions that were asked to the students it can be said that many of them, the 8th year students of Escuela de Educación Teodoro Wolf have a lot of interest in learning the language, for many reasons, whether for fun, to expand their knowledge, or because many of them yearn to have the opportunity to communicate and exchange dialogues with people who are not from our country, this learning often cannot be carried out because the institution does not have the necessary materials to impart the subject or with the necessary hours per week to devote the time to each skill that the language presents.

3.4.7   Analysis of results – professors

The analysis of teacher survey results reflects a number of important things. First of all, for the first time, students are less interested in English; they do not mind learning a second language. Techniques to improve the learning process increase students show more interest in other subjects and other types of courses provided by institutions. Teachers also talk about the implementation of various tools for the process and development of the subject, whether technological or pedagogical, but that many times students do not pay adequate attention and many believe that the language is useless. According to the use of vocabulary tools they say that it is a very interesting help which they have used during all the time they have been teachers, this tool creates a much more interactive and fun class for the student.

CHAPTER IV

PROPOSAL

4 Title of proposal project

MY VOCABULARY TIME FOR THE IMPROVEMENT OF THE SPEAKING SKILL.

4.1 Informative Data

Illustration 1: Location of Escuela de Educación Básica Teodoro Wolf
Source: Google maps.

Illustration 2: Escuela de Educacion Basica Teodoro Wolf

Source: Google maps.

Institution

Escuela de Educación Básica Teodoro Wolf

Beneficiaries

Eighth grade

Location

Santa Elena, Province of Santa Elena, Ecuador

Working day: Afternoon

Responsible

Author: Karina Alexandra Muñoz Ruidíaz

Advisor: Lcda. Sara González Msc.

Feasibility

Develop "My vocabulary time" at eighth grade at Escuela de Educación Básica Superior Teodoro Wolf as target to improve the speaking skills in their students to contribute with the teachers support and his subject.

"My vocabulary time" is a significant activity in the classroom since it contributes to students to achievement of the goals that are proposed by the education system, creating a good setting where they can express their own thoughts.

Mission

The procedure of using "My vocabulary time" has the objective to engage students to participate in class speaking the new language, the interaction between them and of course with the teacher.

Vision

"My vocabulary time" is a moment where English will be improved, especially in the speaking skill of the students; they will be capable to speak fluently.

Characteristic of the proposal

1.   The implementation of "My vocabulary time" for the improvement of the speaking skills in students.

2.   "My vocabulary time" engages and involves students in the development of speaking.

3.   Speech ability will be improved by using new methods and pedagogical tools for teaching vocabulary.

4.2 PROPOSAL BACKGROUND

Studies in education that have been developed around the world, have exposed that students are more involved in technology, so, it is very relevant to seek ways to satisfy their necessities, in this case, their knowledge and skills. Students are being prepared for facing their lives as professionals, and many of them are very conscious that the teaching-learning process must be improved. This a good point of view, since meanwhile the technology can be used for that purpose, therefore, teachers can discern ways of acquiring consciousness to teach English.

English Teachers must apply this prospect for teaching English through Vocabulary tools, leaving so aside for looking for the requests to study English, they can encourage their students to use different tools to acquire this language, of course there will be advantages and disadvantages, that is common, but at the same time, they can get entertained using vocabulary tools.

For students of Eight Grade at Escuela de Educación Básica Superior, the use of vocabulary tools contributed them for the improvement of their speaking skill. The research revealed that students can effort in worthy manner with this kind of tools, they were more active, self-motivated, working in groups or individual, they realize that there are so many ways of acquiring English, leaving aside the old method, with the use of the technology and its tools.

The main objective of this study was to improve the speaking skill, the rest of the skills are very significant, since students can listen, read or write, but at the time of speaking they had problems to articulate the words. They spoke in a slowly way, but with this activity, they experienced different exercises and one of them was using flashcards.

4.3 SIGNIFICANCE

The significance of this investigation is to become English in a necessity more than a luxury, Ecuador is one country where this language is very useful for development. Fields such as economy, tourism, business, and of course education, all of them depend on the good communication between people, but according to this investigation, students will be capable to exchange information with foreign people that for tourism or business arrive to our country.

In this educational institution, there are very smart students, that maybe in the future, will have the opportunity of obtaining a scholarship and the opportunity of traveling to another country where English is spoken. If they have a good speaking skill, they do not have any problem in their objectives. With Vocabulary tools, students can practice to achieve the range of adequate knowledge, therefore, English teachers must measure different methods to encourage students.

4.4 OBJECTIVES

4.4.1 General Objective:

To implement Vocabulary Tools for the improvement of the speaking skills in students of eighth grade at Escuela de Educación Básica Superior Teodoro Wolf.

4.4.2 Specific Objectives:

1.   To recognize the level of speaking skills of the students.

2.   To select the appropriate method and technique to develop "My vocabulary time".

3.   To apply "My vocabulary time" in students to improve their speaking skills.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.5.1 Action plan

The implementation of Vocabulary Tools for students of eight grade at Escuela de Educación Básica Superior Teodoro Wolf will be very significant for encouraging them to improve their speaking skills. This proposal is arranged in the setting up of an hour for teaching English called "My vocabulary time" through flashcards,

with the distinctive objective of increasing their speaking ability, this hour involves exercises on the board, structuring exercises, sentences, classifying verbs and words, and the most important section, to speak English.

1ST WEEK

Chart 18: Development of the proposal

Activity	Goal	Resource	Material	Responsible
Drills	To develop the speaking skills	Humans	Vocabulary tools	Students and teacher
Performance activities	To deliver a message	Humans	Vocabulary tools	Students and teacher
Observation activities	To write a brief summary	Humans	Vocabulary tools	Students and teacher
Gap activity	To form a dialogue	Humans	Vocabulary tools	Students and teacher
Role play	To play a drama	Humans	Vocabulary tools	Students and teacher

2ND WEEK

Activity	Goal	Resource	Material	Responsible
Secret word	To develop the speaking skills using words	Humans	Vocabulary tools	Students and teacher
Debates	To express their personal opinions	Humans	Vocabulary tools	Students and teacher

Two truths, one lie	To guess which words are false	Humans	Vocabulary tools	Students and teacher
Bingo	To repeat and recognize words	Humans	Vocabulary tools	Students and teacher
Group of words	To select words of the same group.	Humans	Vocabulary tools	Students and teacher

4.5.2 Timetable action plan

<div align="center">Chart 19: Timetable</div>

OCTOBER									
DATE	17	18	19	20	21	24	25	26	27	28
ACTIVITIES									
DRILLS	■								
PERFORMANCE ACTIVITIES		■							
OBSERVATION ACTIVITIES			■						
GAP ACTIVITY				■					
ROLE PLAY					■				
SECRET WORD						■			
DEBATES							■		
TWO TRUTHS, ONE LIE								■	
BINGO									■
GROUP OF WORDS										■
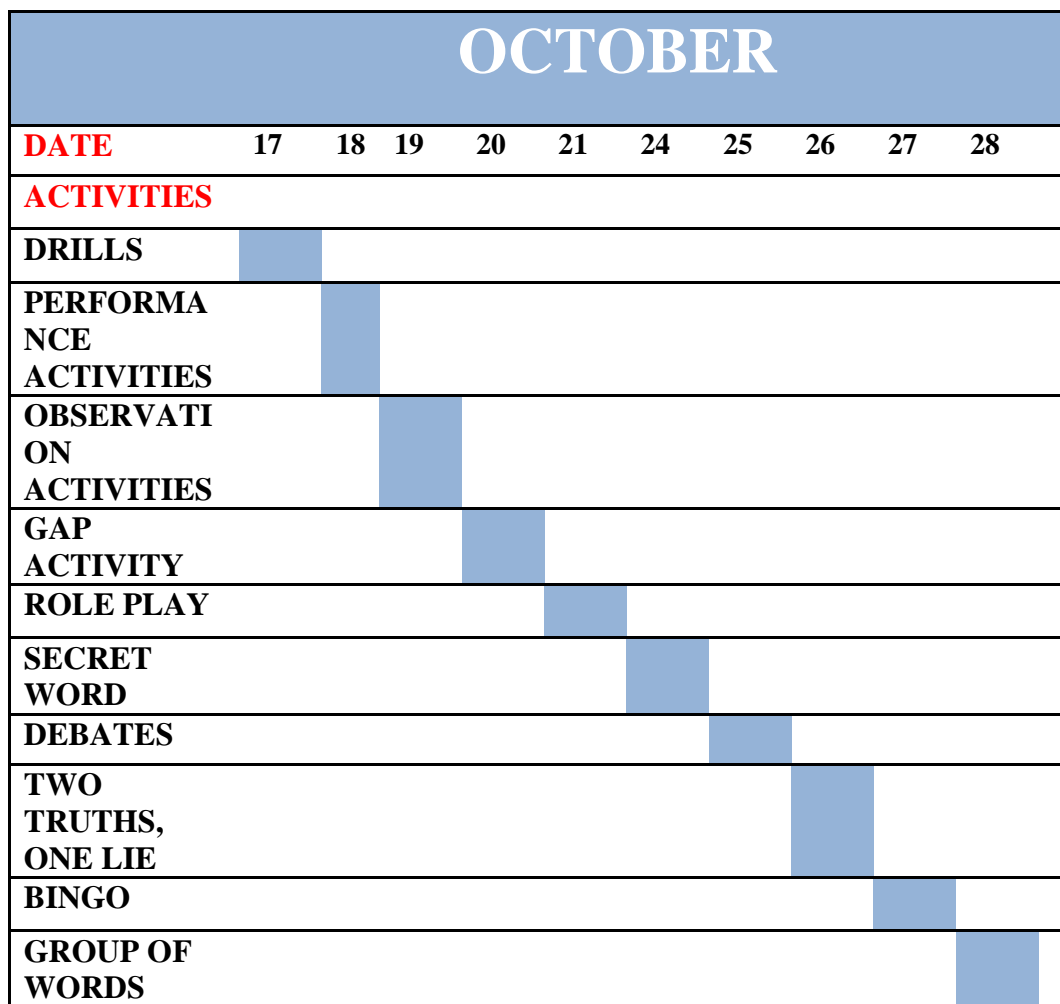
4.6 Chart tables and graphs

<div align="center">

Activity # 1

Picture 1: DRILLS

</div>

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To develop the speaking skills

Course: Eighth year

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 minutes

Material: Flashcards

Procedure: Teacher provides a particular structure and the students practice it by repeating it.

1. Students can work in pairs.
2. In this way the students create a short dialogue.
3. They practice the pronunciation.
4. They can use flashcards to develop the vocabulary that they reviewed in the class. They create the dialogue and practice.
5. They explain the dialogue In front of the class.

Activity # 2

Picture 2: PERFORMANCE ACTIVITIES

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To deliver a message

Course: Eighth year

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 minutes

Material: Flashcards

Procedure

1. Students can form groups or they work in pairs.
2. To this activity the students choose a flashcard with words.
3. Then they create sentences or a short dialogue.
4. They show the message explaining it in an oral way.

Activity # 3

Picture 3: OBSERVATION ACTIVITIES

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To write a brief summary

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 minutes

Materials: Flashcards

Procedure

1. Teachers invite to observe the environment inside or outside the class.
2. Students choose the place that they like, for example if they like the garden they choose the garden.
3. Students create descriptions about the garden, in other example if they like the tables of the class they create sentences about what they can see, color, characteristic, etc.
4. They explain their ideas in front of the class.

Activity # 4

Picture 4: GAP ACTIVITY

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To form a dialogue

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 minutes

Material: Flashcards

Procedure:

1. Students can form dialogues to describe something different from the rest of the groups.
2. This message they explain to the rest of the groups
3. The rest of the groups have to collect the information that they do not have.
4. Students complete the story and the sequence.

Activity # 5

Picture 5: ROLE PLAY

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To play a drama

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Flashcards

Procedure:

1. Students form groups.
2. They choose a leader.
3. This leader selects the topic that he or she wants to develop with their group.
4. They prepare drama and dialogues and present the role play to the rest of the class in order.
5. At the end, teacher chooses the most original group.

Activity #6

Picture 6: SECRET WORD

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To guess the secret word.

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Flashcards

Procedure

1. The teacher will give you 7 guesses to figure out the secret word.
2. You make a guess by selecting letters from the alphabet.
3. The teacher will tell you which letters you picked are in the word, and which letters are in the right location in the word.

Activity #7

Picture 7: DEBATES

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To interchange opinions between students.

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Flashcards

Procedure

1. Divide the class into four groups.

2. Give each of the four groups one side of one of the topics to prepare.

3. Give each member of the class some sticky notes to write on.

4. Each group talks about the topic that they chose.

5. Each group have to defend their ideas and choose a winner.

Activity #8

Picture 8: TWO TRUTHS ONE LIE

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To guess about statements.

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Vocabulary tools

Procedure

1. The teacher asks all students in the classroom to sit on the floor in a circle.
2. Then each student is asked to think of three statements about themselves.
3. Two must be true statements, and one must be false.
4. For each person, he or she shares the three statements (in any order) to the group.
5. Other students should guess the false statement

Activity #9

Picture 9: BINGO

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To recognize words of vocabulary.

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Flashcards

Procedure:

1. The teacher must give each student a bingo card.
2. The student must recognize the definition, word, phrase or question.
3. Students should then identify the word or image on their bingo card and cover the space on each of their tables.
4. If a student has all words or pictures covered he or she should say.
5. If a student claims to have BINGO and they are incorrect, they are disqualified from that round.

Activity #10

Picture 10: GROUP OF WORDS

Source: Escuela de Educación Teodoro Wolf
Author: Karina Alexandra Muñoz Ruidíaz

Objective: To play a drama

Course: Eighth course

School: Escuela de Educación Básica Superior Teodoro Wolf

Time: 40 Minutes

Material: Flashcards

Procedure: After receiving the class of the day this activity can be very useful for them to have a more extensive vocabulary.

1. After the class the teacher selects with the cards two or three groups of words.
2. Students have to form groups.
3. They select the flashcards and put them in order.
4. For example, they have to select in the correct way in groups, members of the family, fruits, flags or nationalities.

TABLE OF RESULTS

Chart 20: Table of results.

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
The activities applied in the classroom on the abilities of the speaking; often the students did it of forced form.	The students feel more willing to carry out the activities, as they have lost the fear of participating in classes.
Traditional English classes.	Interactive English classes using vocabulary tools to improve the speaking skills.
Students made many mistakes at the moment to participate in speeches or debates.	Students make fewer mistakes when presenting dialogues and expressing their personal opinions about English classes.
The teaching and learning process was not interesting because the teacher did not use tools to create an interactive and funny class.	Students receive more interactive classes, as new tools are used and the teaching – learning process is more dynamic.
Students spoken in an incorrect structure and without the correct expressions.	Students can create sentences and dialogues using the correct grammatical structure, and at the same time, the pupils can express themselves in a better way.

Source: Students of eighth grade.
Author: Karina Alexandra Muñoz Ruidíaz

EVALUATION

Before the proposal implementation, it was necessary to determine the level of speaking skills in students of eighth grade at Escuela de Educación Básica Teodoro Wolf. Therefore a test was taken in order to evaluate students and thus identify the aspect that students need to improve; this pretest was designed taking into account the level of students and it contained simple activities in which students have to improve the vocabulary through activities with vocabulary tools.

At the end of the proposal implementation, a different test was taken in order to stablish the speaking skill improvement of eighth grade at Escuela de Educación Básica Teodoro Wolf. Furthermore, this posttest was designed taking into account the speaking content of this proposal and it contained exercises in which students demonstrated a good speaking following important points.

Chart # Results of proposal implementation

Chart 21:Pretest results

N.-	STUDENTS OF EIGHTH GRADE	QUANTITATIVE	QUALITATIVE
1	ALAVA SANCHEZ ANDREA LISBETH	5	NEEDS IMPROVEMENT
2	AQUINO LINDAO GLORIA STEFFANY	7	SATISFACTORY
3	ARANA RODRIGUEZ KERLY PAULETTE	4	NEEDS IMPROVEMENT
4	BALON TOMALA LUIS JOSEPH	7	SATISFACTORY
5	BRAVO GAVILANES RONNY JANNER	6	NEED IMPROVEMENT
6	BRAVO HERMENEJILDO ARLETTE FRANCESCA	5	NEED IMPROVEMENT
7	CAICEDO CHILES NANY VALESKA	7	SATISFACTORY
8	CUJILAN VASCONEZ KEVIN ALEXANDER	4	NEEDS IMPROVEMENT
9	DEL PEZO GONZALEZ NATHALY YAIRE	6	NEEDS IMPROVEMENT
10	DELGADO TOMALA AISHA YAMILEX	5	NEEDS IMPROVEMENT
11	GELLIBERT ALVAREZ PAULINA PIERINA	4	NEEDS IMPROVEMENT
12	GONZABAY TOMALA LISBETH LISSETTE	6	NEEDS IMPROVEMENT
13	LINDAO SUAREZ WENDY VIVIANA	5	NEEDS IMPROVEMENT
14	LOPEZ LIMON JORDY GABRIEL	4	NEEDS IMPROVEMENT

15	MACIAS MARRET EMELY NAOMI	5	NEEDS IMPROVEMENT
16	PANCHANA TOMALA FATIMA GISSELA	4	NEEDS IMPROVEMENT
17	PLUA MARTINEZ ASHELEY JUSTINE	4	NEEDS IMPROVEMENT
18	RAMIREZ ROSALES MARIA JOSE	6	NEEDS IMPROVEMENT
19	RAMIREZ SOLEDISPA KEYLA NAOMI	5	NEEDS IMPROVEMENT
20	REYES REYES NIURKA ROMINA	6	NEEDS IMPROVEMENT
21	RIOS TOMALA LILIAN ANDREA	5	NEEDS IMPROVEMENT
22	RODRIGUEZ MUÑOZ PAULINA ALEJANDRA	6	NEEDS IMPROVEMENT
23	RODRIGUEZ ORDOÑEZ BRITANNY MARISSA	5	NEEDS IMPROVEMENT
24	ROSALES ALAY JORDY DANILO	5	NEEDS IMPROVEMENT
25	RUIZ RODRIGUEZ MARIA LORENA	7	SATISFACTORY
26	SALINAS AQUINO SHIRLEY MARIBEL	6	NEEDS IMPROVEMENT
27	SANCHEZ PARRAGA NICOLE ADAMARIS	5	NEEDS IMPROVEMENT
28	SANTOS BAQUE KENYA ELIZABETH	6	NEEDS IMPROVEMENT
29	SIGCHO BRAVO ARIANNA PAULINA	5	NEEDS IMPROVEMENT

30	SORIANO MEDINA KENYA TATIANA	4	NEEDS IMPROVEMENT
31	SUAREZ RODRIGUEZ DAYANA YAMILEX	4	NEEDS IMPROVEMENT
32	TENORIO PIGUAVE RICHARD GEOVANNY	6	NEEDS IMPROVEMENT
33	TOMALA CASTRO KENETH SEBASTIAN	5	NEEDS IMPROVEMENT
34	TOMALA LINO ALISSON KIMBERLY	5	NEEDS IMPROVEMENT
35	VALLADARES SIGUENCIA ARIANNA VALENTINA	6	NEEDS IMPROVEMENT
36	VILLEGAS SANTOS MICHAEL JOSUE	5	NEEDS IMPROVEMENT
37	VILLON ROSALES ALISSON MELINA	5	NEEDS IMPROVEMENT
38	YAGUAL GONZABAY ALISSON GIANELLA	4	NEEDS IMPROVEMENT
39	YAGUAL PILAY KATHERINE ESTEFANIA	4	NEEDS IMPROVEMENT
40	ZAMBRANO GARCIA YOMAIRA LISBETH	6	NEEDS IMPROVEMENT

Chart 22: Results of post test.

N.-	STUDENTS OF EIGHTH GRADE	QUANTITATIVE	QUALITATIVE
1	ALAVA SANCHEZ ANDREA LISBETH	7	SATISFACTORILY
2	AQUINO LINDAO GLORIA STEFANY	8	GOOD
3	ARANA RODRIGUEZ KERLY PAULETTE	7	SATISFACTORY
4	BALON TOMALA LUIS JOSEPH	7	SATISFACTORY
5	BRAVO GAVILANES RONNY JANNER	7	SATISFACTORY
6	BRAVO HERMENEJILDO ARLETTE FRANCESCA	7	SATISFACTORY
7	CAICEDO CHILES NANY VALESKA	7	SATISFACTORY
8	CUJILAN VASCONEZ KEVIN ALEXANDER	7	SATISFACTORY
9	DEL PEZO GONZALEZ NATHALY YAIRE	8	GOOD
10	DELGADO TOMALA AISHA YAMILEX	7	SATISFACTORY
11	GELLIBERT ALVAREZ PAULINA PIERINA	8	GOOD
12	GONZABAY TOMALA LISBETH LISSETTE	8	GOOD
13	LINDAO SUAREZ WENDY VIVIANA	8	GOOD
14	LOPEZ LIMON JORDY	7	SATISFACTORY

	GABRIEL		
15	MACIAS MARRET EMELY NAOMI	9	EXCELLENT
16	PANCHANA TOMALA FATIMA GISSELA	9	EXCELLENT
17	PLUA MARTINEZ ASHELEY JUSTINE	7	SATISFACTORY
18	RAMIREZ ROSALES MARIA JOSE	8	GOOD
19	RAMIREZ SOLEDISPA KEYLA NAOMI	7	SATISFACTORY
20	REYES REYES NIURKA ROMINA	7	SATISFACTORY
21	RIOS TOMALA LILIAN ANDREA	8	GOOD
22	RODRIGUEZ MUÑOZ PAULINA ALEJANDRA	8	GOOD
23	RODRIGUEZ ORDONEZ BRITTANY MARISSA	8	GOOD
24	ROSALES ALAY JORDY DANILO	9	EXCELLENT
25	RUIZ RODRIGUEZ MARIA LORENA	9	EXCELLENT
26	SALINAS AQUINO SHIRLEY MARIBEL	8	GOOD
27	SANCHEZ PARRAGA NICOLE ADAMARIS	8	GOOD
28	SANTOS BAQUE KENIA ELIZABETH	7	SATISFACTORY
29	SIGCHO BRAVO ARIANNA	8	GOOD

	PAULINA		
30	**SORIANO MEDINA KENIA TATIANA**	8	GOOD
31	**SUAREZ RODRIGUEZ DAYANA YAMILEX**	9	EXCELLENT
32	**TENORIO PIGUAVE RICHARD GEOVANNY**	9	EXCELLENT
33	**TOMALA CASTRO KENETH SEBASTIAN**	7	SATISFACTORY
34	**TOMALA LINO ALISSON KIMBERLY**	7	SATISFACTORY
35	**VALLADARES SIGUENCIA ARIANNA VALENTINA**	8	GOOD
36	**VILLEGAS SANTOS MICHAEL JOSUE**	8	GOOD
37	**VILLON ROSALES ALISSON MELINA**	9	EXCELLENT
38	**YAGUAL GONZABAY ALLISON GIANELLA**	7	SATISFACTORY
39	**YAGUAL PILAY KATHERINE ESTEFANIA**	8	GOOD
40	**ZAMBRANO GARCIA YOMAIRA LISBETH**	9	EXCELLENT

Source: Students of eighth grade.
Author: Karina Alexandra Muñoz Ruidiaz.

Analysis of final results

Students of eighth grade showed a low level of speaking skills at the beginning of the project; after a process of teaching students demonstrated a positive progress, when they finished the activities that were applied using the vocabulary tools, they improved the speaking skills. This project started with simple activities that were from shorts conversations to create a role play, this project was an extra of the classes of the last year. This project was an important support to the students to improve the speaking skills.

Chart 23: Analysis of final results
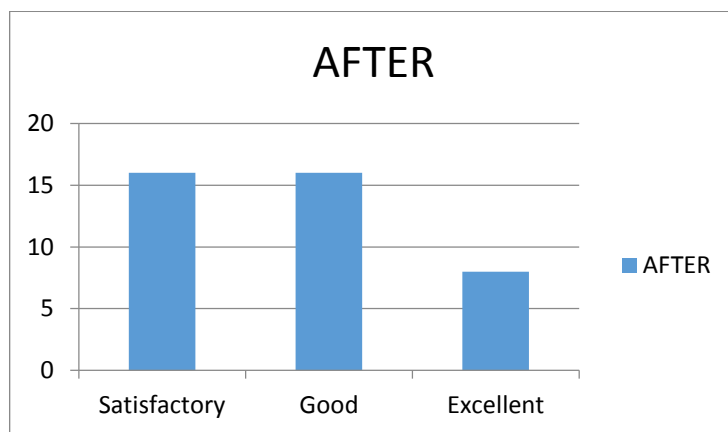
CONCLUSIONS

1. The speaking ability of the eighth grade students from Escuela de Educación Básica Teodoro Wolf had not been developed satisfactorily, this ability is essential for the future of the students in many fields of the life.

2. The use of vocabulary tools in education is increasing the level of attention of students of different educational levels as long as they are used in the right way and is a good option to engage students to this new method in the process of learning.

3. The implementation of speaking courses using vocabulary tools will be a useful tool to improve the eighth grade student´s speaking skills.

4. The Vocabulary tools increased the level of motivation in students through active participation and funny classes.

5. The Vocabulary tools implemented in eighth basic grade students to improve the speaking skill had an impact on the development of the cognitive learning in the process of learning.

RECOMMENDATIONS

1. It is recommended to implement strategies for the teaching – learning process to improve the speaking and vocabulary skills of eighth grade students from the Escuela de Educación Básica Teodoro Wolf, as these skills are essential for students in different walks of life and education.

2. Teachers should use new teaching methods to attract students' attention and create interactive lessons in education. Using vocabulary tools is a good way to engage students in this new learning method.

3. It is recommended to implement new methods for teaching vocabulary using teaching materials such as cards, it is a good idea to implement speaking courses, this will be a useful tool to improve the study and increase the vocabulary of students.

4. The use of vocabulary tools should be implemented in this course to improve the speaking skill in the educational community and develop the learning process.

5. This pedagogical tool should be considered as an essential resource in the English class. English teachers should keep the games and fun with the students in the classroom.

Chart 24: Timetable

2016-2017

ACTIVITIES	MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approbal of topic		x																																																		
Appointment of tutors			x																																																	
Starting of Chapter 1					x																																															
Development of Chapter 1						x																																														
Developmet of Surveys							x																																													
Development of Focus group								x																																												
Review of Chapter 1									x																																											
Starting of Chapter 2										x																																										
Review of Chapter 2											x																																									
Change of Tutor												x																																								
General Observations													x																																							
Review of Chapter 1														x																																						
Correction of Chapter 1															x																																					
Review of Chapter 2																x																																				
Review of questions																	x																																			
Correction of Chapter 1																		x																																		
Review of Tree Problem																			x																																	
Correction of Chapter 1																				x	x																															
Orientation of Chapter 2																						x																													
Review of Chapter 2																							x																												
Changes in Chapter 2																								x																											
Review of Chapter 2																									x																										
Approve of Chapter 2																										x																									
Orientation of Chapter 3																											x																								
Orientation to surveys & interviews																												x																							
Changes in Chapter 3																													x																						
Review of Chapter 3																														x																					
Review of Surveys & Interviews																														x																					
Review of Chapter 3																															x																				
Review & corrections Chapter 3																																x	x																		
Review of results surveys & interviews																																	x	x																	
Orientation Chapter 4																																			x																
Review of Chapter 4																																					x	x	x												
Review of Conclussions & Recomendations																																							x	x										
Review of URKUND																																										x									
Review TimeTable, Bibliography & Preliminars Pages																																										x									
Review & Corrections Final Proyect																																													x							
Deliver of proposal Project Work																																														x						
Pre-Defense of Thesis																																															x					
Defense of Tesis at academic Counceil																																																	x			
Graduation Day																																																	x			

General Resources

INSTITUTIONAL RESOURCE				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Escuela de Educación Básica Teodoro Wolf		$ 0,00	$ 0,00
SUBTOTAL				$ 0,00

MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Vocabulary tools	50	$ 1,00	$ 50,00
	Work sheets	100	$ 0.10	$ 10.00
	Brochures	6	$1.50	$ 9,00
	Paper ream	6 reams	$ 5,00	$ 30,00
	Copies	100	$ 0,05	$ 5,00
	Prints	600	$ 0,30	$ 180,00
	Cds	5	$ 0,75	$ 3,75
SUBTOTAL				$ 287,75

TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Internet	6 months	$ 20,00	$ 120,00
	Flash memory	1	$ 15,00	$ 15,00
SUBTOTAL				$ 135,00

OTHERS				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
	Communication	4 months	$ 10,00	$ 40,00
	Transportation	4 months	$ 20,00	$ 80,00
	Unexpected expenses		$ 50,00	$ 50,00
SUBTOTAL				$ 170,00

TOTAL SUMMATORY	$ 592,00

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DUNLAP, C. - & Weisman, E. (2006). E-book.Helping Language Learners Succeed:.All grades N/A. (M. E, Gallardo, Editor, & Corinne Burton. M.A. Ed. USA.). Recuperated 2013, de Biblioteca virtual Upse:

upse.eblib.com/104atrón/FullRecord.aspx?p=408100.

Appendices

<div align="center">

Attachment 1: Constitución del Ecuador.

</div>

Artículo	Descripción
Art.26	La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.
Art. 27	La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y

	capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.
Art. 347 Subpárrafos 3, 7, 8, 9.	Será responsabilidad del Estado: 3. Garantizar modalidades formales y no formales de educación. 6. Erradicar el analfabetismo puro, funcional y digital, y apoyar los procesos de pos alfabetización y educación permanente para personas adultas, y la superación del rezago educativo. 8. Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales. 9. Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la

	rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.

Attachment 2: Law Intercultural of Education

Artículo	Descripción
Art. 6	e. Asegurar el mejoramiento continuo de la calidad de la educación; f. Asegurar que todas las entidades educativas desarrollen una educación integral, co-educativa, con una visión transversal y enfoque de derechos
Art. 19	El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.

Pre Test

School: _____

Class: _____

Test N.- _____

Date: _____

Time: _____

Duration of Pre Test: _____

Pre Test:

My life experiences and my hobbies.

Students will give a small opinion about the most relevant experiences of their lives, have the option to choose between exposing their life experiences or their favorite hobbies, the teacher will evaluate the fluency and vocabulary that students use when expressing themselves.

Fluency	Vocabulary

Attachment 4: Survey directed to students

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTA DE CIENCIAS DE LA EDUCACION E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

ENCUESTA A ESTUDIANTES

Estimado estudiante, reciba un cordial saludo. La presente encuesta tiene la finalidad de obtener información para la elaboración del Proyecto de Tesis con el tema: "VOCABULARY TOOLS FOR THE IMPROVEMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017" de la Universidad Estatal Península de Santa Elena. Presente indagación depende de la objetividad y sinceridad de sus respuestas, por lo cual no es necesario el registro de su nombre.

Las respuestas obtenidas serán tratadas con carácter confidencial y serán únicamente para la contribución de esta investigación.

MARQUE CON UNA (X) LA RESPUESTA

1.- ¿Qué importancia tiene para Ud. aprender inglés?

ES MUY IMPORTANTE ___

ES POCO IMPORTANTE ___

ES NADA IMPORTANTE ___

¿Porque?_____

2.- ¿Cómo calificas los conocimientos y el desenvolvimiento de tu profesor en la materia de inglés?

MUY BUENO ___
BUENO ___
REGULAR ___
MALO ___

3.- Señale cual o cuales de estos materiales utiliza su profesor durante la

enseñanza del idioma inglés.

TARJETAS __

POSTERS __

LIBROS __

HOJAS DE TRABAJO __

CANCIONES __

4.- ¿Consideras importante el uso de materiales para la enseñanza del inglés?
MUY IMPORTANTE ___

POCO IMPORTANTE ___

NADA IMPORTANTE ___

¿Por qué? _____

5.- ¿Cuántas veces a la semana practicas el speaking en las clases de inglés?

Todos los días ___   Cuatro veces a la semana___

Una vez a la semana ___   Una vez al mes ___

6.- ¿Cuántos sitios en internet conoces donde puedas practicar Speaking?

TRES O MAS ___

DOS ___

UNO ___

NINGUNO ___

7.- ¿Te gustaría mejorar la destreza del Speaking?

COMPLETAMENTE DE ACUERDO ___

DE ACUERDO ___

EN DESACUERDO ___

COMPLETAMENTE EN DESACUERDO ___

¿Por qué?_____

8.- ¿Considera Ud. necesario la implementación de talleres fuera del horario habitual de clases en el que el objetivo sea mejorar el vocabulario de cada tema estudiado previamente?

COMPLETAMENTE DE ACUERDO ___

DE ACUERDO ___

EN DESACUERDO ___

COMPLETAMENTE EN DESACUERDO ___

9.- ¿Cómo califica Ud. el contenido de los textos utilizados en la materia de acuerdo a sus necesidades de aprendizaje?

MUY BUENO

BUENO

REGULAR

MALO

MUY MALO

10- ¿De qué manera le gustaría que se desarrollaran las clases de inglés?

-

_____

_____

_____

Attachment 5: Interview to the specialist of English language

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

SPEACIALIST INTERVIEW

Dear specialist, this interview will contribute to obtain important data for the research paper "VOCABULARY TOOLS FOR THE IMPROVEMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017", please answer the following questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

1. – Do you agree that English is important in the education of today?

2. - How do you consider the English class should be?

3. – What is your opinion that English teachers implement the right methods and strategies in class?

4. - Do you consider that students develop their speaking skills satisfactorily?

5. - Do you think that better strategies could help students to improve their speaking skills?

6. - How can you define a pedagogical resource to teach vocabulary?

7. - What are the advantages of using vocabulary to improve the speaking skills?

Attachment 6: Interview to the Principal "Teodoro Wolf"

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

PRINCIPAL INTERVIEW

Dear Principal, this interview will contribute to obtain important data for the research paper titled "VOCABULARY TOOLS FOR THE IMRPOVEMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017", please answer the following questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

1. - Do you consider that English is important nowadays?

2. – What is your opinion that teachers implement or use appropriate strategies and methods in class?

3. – Do you agree that students from this institution have developed their speaking skills effectively?

4. - Do you consider that students appreciate speaking skills in this institution?

5. – In your opinion, more appropriate strategies could contribute students to improve the speaking skills?

6. - Have you ever heard about flashcards exercises and strategies to contribute to the improvement of the speaking skills?

7. – What do you think about the use of flashcards strategies could help students from this institution to improve their speaking skills?

8. - Would you be prepared to implement the use of flashcards strategies to improve the speaking skills in the students of your institution.

THANK YOU FOR YOUR COLLABORATION

Attachment 7: Interview to the English teacher

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

ENGLISH TEACHER INTERVIEW

Dear English Teacher, this interview will contribute to obtain important data for the research paper titled "VOCABULARY TOOLS FOR THE IMPROVEMENT OF SPEAKING SKILLS IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BASICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017", please answer the following questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

1. – What is your opinion about the importance of English nowadays?

2. - Do you think that you as an English teacher implement appropriate strategies and methods in class?

3. - Do you consider that students from this institution have developed their speaking skills effectively?

4. - Do you think that students like to practice speaking in this institution?

5. - What more strategies could contribute to the improvement of the speaking skills in the students?

6. Do you think students should know vocabulary to speak more fluently?

6. - Have you ever heard about flashcards strategies and activities that contribute to the improvement of the speaking skills in the students?

7. – What is your opinion about the use of flashcards strategies and activities to improve speaking skills in students?

8. - Would you be prepared to implement the use of flashcards activities to improve the speaking skills in the students during your classes?

THANK YOU FOR YOUR COLLABORATION

Attachment 8: Focus Group

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÈS

FOCUS GROUP

MODERATOR

1.- ¿Cuál es tu opinión acerca del inglés en la educación actual?

2.- ¿Cómo crees tú que deberían ser las clases de inglés?

3.- ¿Podría Ud. imaginar una clase sin ningún método de enseñanza?

4.- ¿Piensa Ud. que los profesores de Inglés emplean métodos o estrategias adecuados en la clase de inglés?

5.- ¿Qué piensa Ud. acerca del desarrollo del hablar? ¿Ha notado un progreso en esta habilidad de hablar en inglés?

6.- ¿Considera Ud. que el uso de recursos pedagógicos podría ayudar al mejoramiento de la habilidad de hablar en inglés?

7.- ¿Qué adjetivo utilizaría para la habilidad comunicativa del inglés?

8.- ¿Debe contribuir el profesor en el desarrollo de la habilidad de hablar en inglés en los estudiantes?

9.- ¿Qué piensa Ud. acerca del uso de tarjetas de vocabulario para las clases de inglés?

10.- ¿Cuál es su opinión acerca del uso de tarjetas de vocabulario en la enseñanza del idioma Inglés?

Drills activities

In pairs, create a short dialogue using the complete sentences in te correct way.

Would you like to ... tonight?	Let's....tonight.	How about ..... tonight? (-ing verb)

1.- See a moovie

2.- Have dinner

3.- Play squash

4.- Go clubbing

Source: English Activities page.

Attachment 10: Role play

Role play

Create a dialogue using phrases of the box.

How are you?	I'm fine, thanks.
How old are you?	I'm seven years old.
What's your name?	My name is Peter.
Where do you live?	I live in London
Have you got a brother?	Yes, his name is Tom.
Have you got a sister?	Yes, her name is Lisa.

Source: English Activities page

Attachment 11: Bingo game

Activity

Bingo Game with Verbs

Source: English Activities page

Attachment 12: Bingo Game

Activity

Bingo Game with flags.

Source: English Activities page

Attachment 13: Bingo game

ACTIVITY

BINGO

OBJECTIVE: TO DESCRIBE THE TASTE OF FOOD.

B	I	N	G	O
aftertaste	appetite	bitter	bittersweet	bland
cold	creamy	delicious	divine	dry
flavorful	fresh	Free Space	fruity	greasy
hot	juicy	luscious	minty	mouth-watering
oily	rich	ripe	salty	sour

Source: English Activities page

Attachment 14: Diagnostic test

DIAGNOSTIC TEST

SPEAKING SKILLS

Please, answer the questions with your own opinions.

Your response will be scored on

1) Whether your opinion is supported with reasons and/or examples,
2) grammar,
3) vocabulary, and
4) organization.

MY FAVORITE TELEVISION PROGRAM

1) How often do you watch television?
2) What kinds of programs do you usually watch?
3) Describe your favorite television program.
4) How long is your TV show?

Ministerio
de Educación

Oficio Nro. MINEDUC-CZ5-24D01-DDASR-2016-0233-O

Santa Elena, 01 de septiembre de 2016

Asunto: SOLICITA AUTORIZACIÓN PARA DESARROLLAR PLAN DE TITULACIÓN

Señora
Karina Alexandra Muñoz Ruidiaz
Ciudadano
En su Despacho

Acuso recibo oficio No. CLI-UPSE-2016-163-OF, de fecha 29 de agosto del año en curso, firmado por Glenda Pinoargote Parra MAD. en calidad de Directora de la Facultad de Ciencias de la Educación e Idiomas Carrera de Licenciatura en Inglés en la Universidad Estatal Península de Santa Elena; quien solicita permiso para que la Srta. Karina Alexandra Muñoz Ruidíaz realice investigación en la UE "Teodoro Wolf" de la cabecera cantonal. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-10952 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho AUTORIZA lo peticionado por Glenda Pinoargote Parra MAD., como requisito básico previo a la obtención del título en la mencionada carrera y que corresponde al proyecto: "VOCABULARY TOOLS FOR THE IMPROVEMENT OF THE SPEAKING SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA SUPERIOR TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017".
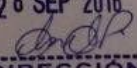
Particular que comunico para los fines pertinentes.

Atentamente,

Carmen Marcela Ambrossi Bucheli
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACIÓN A LA EDUCACIÓN.

Referencias:
- MINEDUC-CZ5-24D01-UDAC-2016-3187-E

ESC. DE EDUC. BÁSICA "TEODORO WOLF"
R E C I B I D O

2 8 SEP 2016

DIRECCIÓN

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz

Attachment 16: Transcription of focus group

Transcription of focus group

Details of group:

Moderator: Karina Alexandra Muñoz Ruidiaz

Place: Escuela de Educación Básica Teodoro Wolf, Santa Elena

Date: October 18th, 2016.

Objective: To know about the opinions of the students, their recommendations and experiences with the subject and the implementation of this new Project about the use of vocabulary tools to improve the speaking skill.

Partcipants:

o Kerly Arana	
o Yomaira Zambrano	
o Andrea Alava	
o Nathaly del Pezo	
o María Ramirez	
o Nany Caicedo	
o Allison Villon	
o Katherine Yagual	
o Keyla Ramirez	

o Arianna Sigcho o Luisana Zamora o Richard Tenorio o Kevin Cujilan o Jordy Lopez o Aisha Delgado o Nicole Sanchez o Allison Tomala o Ashley Plua o Jordy Rosales o Allison Villon o Pierina Gellibert o Arianna Valladares o Kenya Santos o Lilian Rios o Emely Macias	**STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA.**

Trascription:

Moderator:	What is your opinion about the education of English nowadays?
Ashley:	English is important because we can talk with other persons.
Katherine:	It is important because we can travel to other places.
Moderator:	How do you think English classes should be?
Allison:	With more materials
Allison Villon:	With music or toys
Moderator:	Could you imagine a class without any method of teaching?
Maria:	No, because the teacher use a plan in every class.
Nathaly:	No, I think that this can be a bored class.
Moderator:	Do you think that English teachers use appropriate methods or strategies in English class?
Kerly:	Yes, our teacher gives good classes.
Yomaira:	Yes, sometimes we can play and learn at the same time.
Andrea:	Yes, we use different tools to learn in different classes but principally in English.
Moderator:	What do you think about the development of speaking? Have you

	noticed any progress in this ability to speak English?
Nathaly:	Yes, in our classes we can express our opinions.
Maria Ramirez:	We can talk with our friends and we can make short dialogues to participate in different role plays.
Moderator:	Do you consider that the use of pedagogical resources could help to improve the ability to speak in English?
Nany:	Yes, in some cases we use cards to learn the vocabulary.
Allison:	Yes, I think that when we use other tools we learn in a correct way.
Moderator:	What adjective would you use for the communicative ability of English?
Katherine:	I think that it is good.
Keyla:	Better.
Arianna:	New and interactive.
Moderator:	Should the teacher contribute in the development of the ability to speak English in students?
Luisana:	Yes, our teacher is a good teacher and use different strategies.
Richard:	Yes, she participates in our classes and then we can repeat the activities without mistakes.
Moderator:	What do you think about the use of

	vocabulary cards for English classes?
Kevin:	We use in some cases the cards and for me it is a funny class.
Jordy:	It is good because those tools capture the attention of the students.
Moderator:	What is your opinion about the use of vocabulary cards in English language teaching?
Aisha:	I think that it is good always to implement other tools to this process.
Nicole:	To me, it is a good way to learn vocabulary and English skills.

Attachment 17: Rubric

Rubrics to assess speaking skills

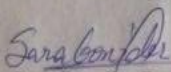|	CONTEXT	ORGANIZATION	GRAMMAR	PRONUNCIATION
EXCELLENT 9-10	* Focuses on the topic * Uses a clear consistent organization patterns	* Includes (introduction, body and conclusion) * Shows creativity cohesion. * Uses many relevant supporting	* Uses accurate grammar structures * Usually precise and creative in word choice.	Can be eassily understand, excellent pronunciation and vocabulary.
GOOD 8	* States topic clearly and generally stays on the subject * Tries to achive the task	* Uses an organizational pattern with few lapses * Uses adequate supporting details but come may be irrelevant	* Has adequately precise word choice * Contains a few grammar and some errors	Good pronunciation and vocabulary, some errors in pronunciation.
SATISFACTORY 6-7	* States topic but may include unrelated ideas	* Uses an organizational pattern with lapses * Details to explain reasoning are not fully develop	* Has adequate word choice not always precise * Contains some grammar and some errors	Difficult to understand, many errors in pronunciation.
NEEDS IMPROVEMENT 4-5	* Has no clear topic .	* Has little organization	* Has limited or inadequate word choice * Has many grammar and errors	Very difficult to understand, many errors and demonstrates little ability in the target language.
INSUFICIENT 2-3	* Has many spelling and punctuation errors.	* Has no organization	* Has major errors in grammar	Many errors and bad pronunciation.

Attachment 18: Adviser certification

La Libertad, 08 de febrero de 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

SARA GONZÁLEZ REYES, MASTER, TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA MUÑOZ RUIDÍAZ KARINA ALEXANDRA

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

Attachment 19: Urkund results

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La Libertad, 08 de febrero de 2017
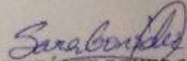
CERTIFICADO ANTIPLAGIO

006-TUTOR SGR-2017

En calidad de tutor del trabajo de titulación denominado "VOCABULARY TOOLS FOR THE IMPROVEMENT OF THE SPEAKING SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA SUPERIOR TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016.", elaborado por la estudiante MUÑOZ RUIDÍAZ KARINA ALEXANDRA, 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 de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

GONZÁLEZ REYES SARA
C.I.: 0909710865
DOCENTE TUTOR

REPORTE URKUND

URKUND

Documento CAPITULO 2.docx (D25118362)

Presentado 2017-01-19 09:20 (-05:00)

Presentado por alexamunozr@hotmail.com

Recibido sgonzalezr.upse@analysis.urkund.com

Mensaje 1 Y 2 Mostrar el mensaje completo

1% de esta aprox. 15 páginas de documentos largos se componen de texto presente en 2 fuentes.

FUENTE DE SOLICITUD

D25118362 - CAPITULO 2.d... × +

wNTExMzQ1sDQsztQt C Q Buscar

Lista de fuentes Bloques

	Categoría	Enlace/nombre de archivo	
⊞ > ▪		Essay on Education - 1600024668 - SSH.docx	✓
⊞ ▪		http://surveyeveryday/life.com/play-vocabulary-charades-12300.html	✓
⊞	Fuentes alternativas		
⊞	La fuente no se usa		

PHOTOS

Picture 11: Interview with the specialist

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 12: Interview with Miss. Janeth Zurita

Author: Karina Alexandra Muñoz Ruidíaz

Picture 13: Interview with the Principal

Author: Karina Alexandra Muñoz Ruidiaz.

Picture 14: Interview with English teacher

 Author: Karina Alexandra Muñoz Ruidíaz.

Picture 15: Focus group of eighth basic grade

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 16: Students of Eighth basic grade

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 17: Diagnostic test

Author: Karina Alexandra Muñoz Ruidiaz

Picture 18: Students doing activities about vocabulary.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 19: Students doing different activities.

 Author: Karina Alexandra Muñoz Ruidíaz.

Picture 20: Vocabulary tools about nationalities.

 Author: Karina Alexandra Muñoz Ruidíaz.

Picture 21: Vocabulary tools about daily activities.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 22: Vocabulary tools about ordinal numbers.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 23: Vocabulary tools about members of the family.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 24: Miss. Magdalena Alava.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 25: Miss. María Cacao.

 Author: Karina Alexandra Muñoz Ruidíaz.

Picture 26: Students using vocabulary tools.

 Author: Karina Alexandra Muñoz Ruidíaz

Picture 27: Students doing activities about vocabulary.

Author: Karina Alexandra Muñoz Ruidíaz.

Picture 28: Escuela de Educación Básica Teodoro Wolf.

Author: Karina Alexandra Muñoz Ruidíaz.

UNIDAD EDUCATIVA
"TEODORO WOLF"
Cantón Santa Elena – Provincia Santa Elena

1839

Santa Elena, 07 de Febrero del 2017

CERTIFICADO

Yo, CARLOS GABRIEL AQUINO VILLÓN, en uso de mis atribuciones y en calidad **de RECTOR** del Plantel, **C E R T I F I C O:**

Que el Srta. **MUÑOZ RUIDÍAZ KARINA ALEXANDRA**, con C.I. 2400099467, realizó su trabajo de investigación previo a la obtención de su título de Licenciada en Inglés con el tema: "VOCABULARY TOOLS FOR THE IMPROVEMENT OF SPEAKING SKILL IN STUDENTS OF EIGHTH GRADE AT UNIDADA EDUCATIVA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017"
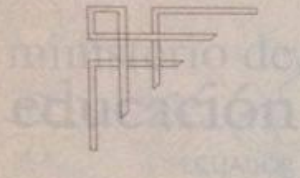
Es todo cuanto puedo informar en honor a la verdad, extendiendo el presente certificado a solicitud del interesado, para los fines que estime conveniente.

Atentamente,
Guiar, Educar y Amar

MSc. Carlos Gabriel Aquino Villón
RECTOR
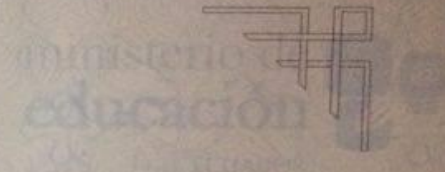
REPÚBLICA DEL ECUADOR

MINISTERIO DE EDUCACIÓN

UNIDAD EDUCATIVA "RUBIRA"

CONFIERE

A   **MUÑOZ RUIDIAZ KARINA ALEXANDRA**   EL

TITULO DE BACHILLER

EN CIENCIAS
ESPECIALIZACION: QUIMICO - BIOLOGICAS

POR HABER CUMPLIDO CON LOS REQUISITOS LEGALES Y REGLAMENTARIOS

CON LA CALIFICACION DE _____ 18 _____ EQUIVALENTE A ____ MUY BUENA ____

Lugar y fecha: _____ Salinas, 22 de Enero del 2010 _____

RECTORADO

_____
Rector(a)

_____
Secretario(a)

SECRETARIA
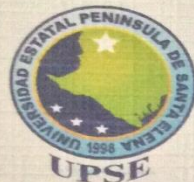
UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO
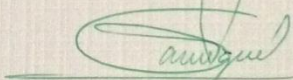
Confiere el presente certificado a:

Alexandra Muñoz Ruidíaz

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

La Libertad, 08 de Septbre. / 2015

Ing. Lilia Valencia Cruzaty, M. Sc.
Rectora

Lic. Víctor Emilio Garcés Rodríguez, M. Sc.
Facilitador

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