PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR, SALINAS YEAR 2015-2016"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: ERIKA FABIOLA TIBÁN GONZÁLEZ

ADVISER: Lic. Kleber Loor Zambrano.Msc.

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OCTOBER 2017

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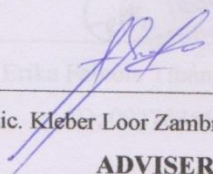
ADVISER´S APPROVAL

In my role as Adviser of the research paper under the title **"INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR-SALINAS YEAR 2015-2016"** prepared by Erika Fabiola Tibán González undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

Lic. Kleber Loor Zambrano.   Msc.

ADVISER

GRADUATION RESEARCH WORK AUTHORSHIP

La Libertad, October 25ᵗʰ 2017

GRADUATION RESEARCH WORK AUTHORSHIP

I, Erika Fabiola Tibán González with ID number 092783553-8 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 **"INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR-SALINAS , YEAR 2015-2016"**, I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.
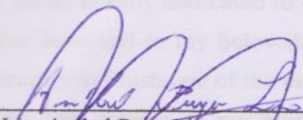
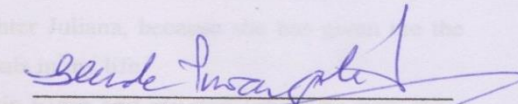Erika Fabiola Tibán González
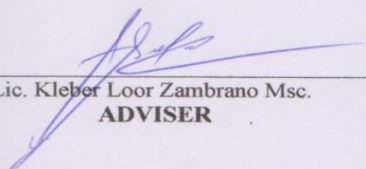ID: 092783553-8

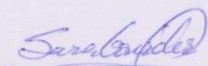# BOARD OF EXAMINERS
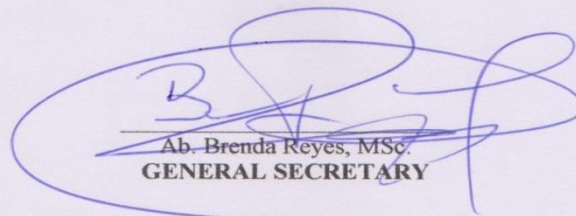
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DEDICATION

This thesis is fully dedicated to God, who is the source of wisdom, patience, and infinite love and to my beloved daughter Juliana, because she has given me the inspiration to finish one of the main goals in my life.

To my dear parents, to my mom Maria Elena and my dad Julio who with their patience and love encouraged me to continue my studies, they were the best support and strength to develop my work due to they have been with me in all the moments.

Fabiola.

ACKNOWLEDGEMENT

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Finally, I owe a deep gratitude to my thesis advisor, Lic. Kleber Loor Zambrano Msc. for his invaluable assistance and guidance on every step of the research, giving me the opportunity to finish this research work.

Fabiola.

STATEMENT

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

Erika Tibán

Erika Fabiola Tibán González

ID: 092783553-8

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

"INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR,SALINAS YEAR 2015-2016"

AUTHOR: ERIKA FABIOLA TIBÁN GONZÁLEZ

ADVISER: Lic. KLEBER LOOR ZAMBRANO. Msc

ABSTRACT

Today the changes that are occurring worldwide in the field of education are very favorable since they offer tools that previously could not be obtained. Thus, the implementation of an interactive Cd to improve English vocabulary, is aimed to improve students' vocabulary providing a more dynamic resource where they can work and above all learn in a better way. This project is directed for at students in second grade of Escuela de Educación Básica Altamar, Canton Salinas, along with the participation of teachers and parents. Qualitative and quantitative approaches were used in the methodology, the same were used to analyze and process the information collected. Likewise techniques as interview and surveys to gather information about the problem. It is important to use today's technology resources for the benefit of students and for that reason this project will be implemented to support students improve their vocabulary in the english area, solving this difficulty.

Keywords: Interactive CD, English Vocabulary, technology resources.

INTRODUCTION

Currently technology is advancing so rapidly providing many tools and resources to contribute improve the living environment of human beings by offering alternatives to solve many of their problems. The educational field, has found very favorable results in the way of teaching and learning both inside and outside of an educational institution.

Seeing the technological needs at Escuela de Educación Básica Altamar- Salinas and the need to improve English vocabulary on students the idea of implementing an INTERACTIVE CD. It will allow to increase the English level developing their skills learning more didactically and dynamically.

This tool supports not only student but also it is a great contribution for teachers, making more participatory and interesting classes. It is also directed to parents who can teach their children, and can also learn, at the same time to the entire educational community as well.

This research project was structured in five chapters.

Chapter I: It describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

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

Chapter III: It is based on the methodology, be found approach, level or type of the research, population and sample, techniques and instruments, charts, tables and graphs, interpretations of the results of surveys, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV: It is about the proposal, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the "INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR-SALINAS IN YEAR 2015-2016".

Chapter V: It shows the administrative framework, it contains the resources (institutional, human, materials, economic).

CHAPTER I

THE PROBLEM

1.1. TITLE

"INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR,SALINAS YEAR 2015-2016"

1.2. STATEMENT OF THE PROBLEM

1.2.1. Context of the problem.

Technology in education is an issue that in recent years has had a positive reaction. The experience with the use of technology in the classroom has a real and positive impact on learning necessary for today is world. We must consider that the success of this depends on how the teacher implements technology as well as how students adapt to it, also requires an environment, the school, where the physical, human, financial and internal policies are favorable to the performance of teachers and students in virtual environment. New technologies can be used in the educational system in three different ways : as an object of learning as a means to learn and to support learning.

Everything on this planet or in the universe involves changes and transformation. We are in the midst of a technological revolution, with a developing influence that is growing significantly. The audiovisual Cd is developing in a very positive way that we can almost have a conversation face to face with another person, it serves

as working tool and the computer is a learning factor with interaction inside and outside the classroom.

In Ecuador, more and more children use the Internet for school research, but three out of 10 children do not have access to a computer. Education through technology is not yet a system that is properly applied in the country. English is probably the third language in the world in number of speakers who have it as their mother tongue. Information and communication technologies (ICT) contribute to catch the attention of students, reduce the time of understanding, teacher and especially repetitive tasks available to the content you need through the use of social tools knowledge often a few clicks distance.

ICT are supportive in the process of dissemination of knowledge. There is a rapid development of computer technology and slow adaptability in the area of education sometimes attributed to the economic factor.

In the classrooms of some educational institutions digital technology tools are used. It is use allows students to stimulate learning. This basic education caused the use of technological tools in the classroom, especially since children from a young age have had the opportunity to play at least a control remote, phone, PC , laptop or Pad of their parents. In Ecuador, even in the classroom Pads not are used, but there are computer rooms with flat screen PC or interactive whiteboard for students to listen stories, learn language, math, science, physics, and history , among others, with specific software. In some schools or high schools teachers communicate through the internet or virtual platforms in this way parents and students are kept informed.

Children need to develop comprehensively at an early age. This means they must continue to perform physical activities gross and fine motor skills. They also need

to be exposed to direct observation and experience performing activities inside and outside the classroom, as well as participate in group and individual games.

The province of Santa Elena the technology is used by private educational institutions since in the majority of them they are provided with access to computers, projectors, tablet and Internet in contrast to the big majority of the public schools of the province that lack them.

The intention at Escuela de Educación Básica Altamar -Salinas is to work with the students of the second grade implementing the technology in their life as well as a software that facilitates children the learning of the foreign language and to confront new challenges in their lives. This program is a strategy that contribute to increase student is creativity in a second language by means of an interactive CD planting bases of knowledge on the vocabulary from their his first academic years.

1.2.2. Critical Analysis

The interactives Cd to improve english vocabulary was implemented at Escuela de Educación Básica-Altamar to solve many of the problems that were demonstrated in students, especially those to develop their linguistic skills and improve their vocabulary in the English subject.

The teacher comes to the student with his knowledge of many forms and uses several methods but still it is difficult to him to do it in a significanting way in order that the pupil could retain that knowledge, managing to catch the interest and the motivation up for learning new things every day, improving his skills.

The teacher who does not adquire technological tools will not be able to help students to learn of a more advanced form and to leave behind the traditional methods.

1.2.3. Formulation of the problem

How does technology support the improvement or English vocabulary language in students of second grade in the Escuela de Educación Básica Altamar-Salinas?

1.2.4. Guideline question

What is the benefits of an Interactive CD inside the educational institutions?

How can the Interactive cd help teacher and students with class time?

Is it possible to improve and develop the vocabulary in English to students with an interactive CD?

1.2.5. Delimitation of research

The study will be applied at Escuela de Educación Básica Altamar, with a population of 60 students, from which only 9 children of the Second degree will be taken in this investigation.

- ➢ **FIELD :** Educational
- ➢ **ÁREA:** English
- ➢ **ASPECT:** Interactive Cd

- ➢ **TITLE OF PROPOSAL PROJECT:** "INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENT OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR-SALINAS IN YEAR 2015-2016"

FORMULATION OF THE PROBLEM: How does technology support the improvement of English vocabulary language in students of second grade in the Escuela de Educación Básica Altamar-Salinas?

➢ **TEMPORARY DELIMITATION:** This study takes place during the academic year 2015-2016.

➢ **DEMOGRAPHIC DELIMITATION:** Teachers, students and parents of Escuela de Educación Básica Altamar.

➢ **SPATIAL DELIMITATION:** The Escuela de Educación Básica Altamar is located in Chichipe, in front of Fuerte Militar, cantón Salinas.

ILLUSTRATION N° 2: Location of Escuela de Educación básica Altamar.

Source: Google maps
Author: Erika Fabiola Tibán González

➢ **CONTEXTUAL DELIMITATION:** Escuela de Educación Básica Altamar has students with low economical level, different religions and parents with different professions.

1.3. SIGNIFICANCE

One of the principal reasons for the creation of interactive Cd to improve english vocabulary is to develop and improve the English vocabulary in the students of the Second grade, catching up the interest to learn the most dynamic subject, technologically and especially in a significative way.

The technologies of information and communication have become necessary in daily life and even more in the educational area, where the teachers have to the scope the necessary tools to develop the skills and capacities of the pupils so much in cognitive level.

Escuela de Educación Básica Altamar has the need to motivate it students to make them learn and improve their knowledge in the English area but it needs resources that support the teacher to achieve the wished aims, and it is there where the Interactive CD will contribute to solve this problem.

The present research is feasible because it possesses the appropriate bibliographical material, the time and authorization of executives, teachers and students to carry out the it process, and especially with the bases that are the knowledge in the field, the same ones that have been acquired during the academic years of study.

The implementation of the present project research is of great benefit for the students, teachers or community in general that want to learn in a more interactive form the English subject, where by means of this CD they will be able to guide, to consult and to be examined across several tools that are of easy managing.

The creation of the Interactive CD will be of great usefulness for the students and teachers because it will allow to teach and learn in a different way the technologies that are used nowadays, therefore the pupils or teachers will be able to handle tools, resources and activities that they find inside the CD without any disadvantage.

In the educational area it becomes indispensable and necessary the utilization of new technological resources to reach better levels of learning both in the student and in the teacher inside or outside of an establishment, improving this way the technologies and strategies used in the education process. In addition it must be considered the application of new resources to improve the current education because there are great the problems that still persist.

This project will take as principal beneficiaries the students of the Second grade of the Escuela de Educación Básica Altamar, the same ones that will be able to learn by means of technology of the 21st century that before could not be obtained but now already is a reality thanks to many advances that have been given.

1.4. OBJECTIVES OF THE RESEARCH

1.4.1. General

To evaluate the impact of interactive CD through the analysis or different digital media software in order to improve the English vocabulary in student of second grade in the Escuela de Educación Básica Altamar Salinas.

1.4.2. Specific

1. To determinate the means used by teaching English to children in second grade.

2. To associate pedagogical and technological knowledge in the investigation process to apply methodological strategies according to the educational level of student.

3. To evaluate the educational contribution of an interactive CD for English language teaching in order to increase motivation in learning

CHAPTER II

LITERATURE REVIEW

2.1. PREVIOUS RESEARCH

2.1.1. The Interactive CD in the 21st century

According to Grapevine, (2009) technological resources are very important for the learning of students since they facilitate the most dynamic reception of the new knowledge.

With these resources teacher will be able to provide their his knowledge dynamically since the pupil could access to the information that is needed in practical form using the computer, wich will result in a demonstration of a better level of education.

This technological resource will allow students to have contact directly with the educational science, perfecting his learning and developing effectively his conceptual comprehension, since one of the principal aims is that the students are the backbone of the class.

In the same way it is possible to design different usable operations with every technological application that can demonstrate an infinity uses changelling the way the education is developed, showing many benefits to treat any problem. In this (PARRA, 2009) declares that: "They have a format of navigation web type and include contents as presentation of the topic and theoretical contents, of this

form the pupil will be able to accede to an application of a topic in practical form appearing as well as an effect didactic resource".

2.1.2. Educational CD

According to Jiménez m. (2008), The educational CD benefit the increase, reasoning and learning of the students, learning of more significant form, which will be of great support to put it into practice every day.

The technology advances and the educators have the obligation to get up-to-date with many frequencies with the new reforms of education, providing their classes with dynamism, entertaining and motivating, managing to catch the interest of the students.

At the present there are great number of the students who have problems because teachers continue using traditional resources, which is not good for them since they become monotonous and memorize the knowledge, but if technological tools are applied the pupil will be able to development their skills according to his needs and evolutionary characteristics. "The use of the CDs as any other type of material can promote differences between the students. For it is necessary to detect in advance those who already come marked in some programs. Because of it we try to do an analysis from the point of view of the diversity in order to know what programs are those that better they adapt to our dynamics of classroom and that logically do not promote the above mentioned differences" (Jimenez M. G., 2008)

The use of the educational CD is important because it becomes a support for both the teacher and the student of these times, offering benefits that pitifully great they managed neither to use nor to know.

2.1.3. ICT` in education.

According to Severin, (2010), technologies of the information and the communication ICT in education are ways of coming to the knowledge of the students showing an education quality learning for average technological advanced resources. The aim of these tools is that the pupils construct their own knowledge in order to achieve the improvements with the students during the learning process, showing changes in the practices of education in students and teachers, who have the obligation to overcome every time his levels of learning.

The Technologies of the Information and the Communication are educational systems that contribute to the development of the learning in the teachers and students, strengthening his competences which will in the future, demonstrating that they are support tools to enrich the knowledge and likewise education strengthens his capacities of adjustment during the learning process.

Since the technology joined in the educational area big changes have been seen, not only in students and teachers but also in parents who did not understand very well these resources but now are manageable for them. About this the author Severin, 2010 declares that: "The ICT`s, they are new initiatives in the process of education learning, so that the educational systems manage to connect the new demands of the company of the knowledge, with the new characteristics of the apprentices."

2.1.4. What is an Educational Software?

Jimenez M. (2008), demonstrates that " Educational Software is a interactive highly didactic tool that teachers should use because they help the students to obtain an innovative learning ". Educational software is a very didactic and interactive tool, the same one that teachers should use during their classes,

because through this resource they will be able to encourage students to obtain a significant and innovative learning, promoting the creativity in his design, and obtaining guidelines of supreme importance.

The educational software allows the interactivity between the teacher and the pupils of a most entertaining way, improving this way the educational process and training level without stopping the motivation among them; for this reason it is necessary to innovate using these tools in benefit of the educational community.

The teacher or the person in charge of its management must be able to use the technological resources and apply all his knowledge at the moment of manipulating them, for this reason it is important previous training to use it without doubting what it knows and this way to teach the students.

The use of the educational software by teachers should serve as orientations, methodologies and didactics to contribute to a formation of students and to improve the quality of the pedagogic process.

2.1.5. Introduction to the educational technology

According to Moreira A. (2009) it is important to facilitate the teacher technological tools that support the education in order to improve the learning processes and managing to extend the benefit of the educational aims and to look for the safety of educators.

It is important to facilitate educators technological tools in order to improve the learning processes and this way to promote students performance without stopping. the interactive between the pupil and the teacher, hereby with the technology the traditional methods will be left behind.

The educational technology is a set of interactive and didactic means that involve both the teacher and the student to know her thoroughly and of this form to eliminate the traditional education where the student does not manage to perceive the concrete meaning of the concepts, on the other hand with these technological resources it will be able to analyze and to interpret the situation, extracting his own conclusions and auto evaluation.

The educational technology is a support both for students and for the teachers, the same one that can fulfill with efficiency, obtaining as principal guideline the modern thing, which is the only thing that one sees nowadays and avoiding the deficiency in the learning.

2.1.6. Computer, interactive way

Ortega, Z. (2010), reveals that from its creation the computer h turned into a technological very important and indispensable tool for the human being, because it is possible to work interactively, showing also that it is a way that strengthens the teaching - learning, the process providing different favorable uses.

Currently almost all educational institutions use computers to support the education process, in that way students and teachers could work dynamically expressing interest to learn, discovering interactive skills that will develop technological competence.

From its creation the computer was considered to be a success of the man who till now remains evolved and innovating, doing contributions not only in the educational field but in different areas.

This new technological age allows that the student could create infinite things, thanks to his easy managing that will propitiate interest for the exploration of the instrument beyond his limits, without leaving aside the responsibility of being dependent. According to Parra, 2009 say that : "The utilization of the computer in the processes of education learning has received a lot of interest and there has been realized a malingerers' great quantity of experiments and physical phenomena, propitiating that across the computer could prepare of a laboratory and be able to effect experimental practices in virtual form."

2.1.7. Educational learning.

The application of pedagogical resources are important in education to improve the teaching –learning process and to change the traditional methods that teachers use till now.
It is fundamental to use new strategies that allow the use of the technology in the classrooms, in order to interact and improve student academic performance, for this reason it is necessary to use didactic and interactive tools allowing students to make and use them and achieve a meaningful learning.

Teachers should be qualified to introduce constant learning and to improve knowledge with regard to the technological applicable tools in education. Using new technologies of study, will benefit students on the new educational reforms inculcating always values that they must learn, since respecting and taking care of the instruments that are put in their hands.

ICT have significantly contributed more during the last years in the educational field achieving big advances, being a pioneer in all the countries with access to technology, creating new spaces in order to dominate the Internet..

According to COLL C (2009) "With the integration of the ICT in the process of education and learning, which the professorship must learn to dominate and value, is not only a new instrument or a new system of representation of the knowledge, but a new culture of the learning."

According to Stephen Krashen 1982 "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

The author points out that one must focus on what one wants to teach and one that is relevant or of interest to the recipient and understandable. If there is a high percentage of unknown text in these materials, the text will not be understandable and the retrieval process will be difficult to progress.

2.1.8. The illustrative learning

According to Hernández (2014). "There has been verified that the young persons have the visual channel more developed, and a discharge thinks towards the playful thing, due to the time that they have been exposed to the new technologies of the communication."

An illustrative learning is achieved by means of images, videos or interactive sounds that manage to give the precise understanding to the student, improving the receptive way of learning. For this reason teachers should use the to connect methods that work for the learning of the pupils, in order to improve the communication between them.

A direct advantage in the field of education is the possibility offered to the simulation of phenomena, the student can work without any risk, observe the significant elements of the activity or process , another significant feature is interactivity where the student is not only building knowledge but also developing thought.

Through the technological revolution it is possible to access to many resources that will allow that the learning should be easy to understand, to contain and to share, preparing people to confort the new challenges that could presented during the academic process, not only for the pupils but for the teachers and the educational community in general.

2.1.9. The importance of the new technologies to learn English.

Sanchez, A. (2010). declares that technology has achieved big changes from his appearance, offering tools that help teachers to be more dynamic and especially understandable during his classes. He refers to the educators as the human way to produce any type of resource with the intention of offering a more equitable education in the century.

Nowdays an interactive CD is offered in almost all subjects but the truth is that many of them are not applicable for certain age because of the lack of a tool that could reproduce it, it is evident that many books come with a multimedia CD to work during the classes but to there are institutions that do not have a computer or a projection. Another fact to be considering is that Interactive CD that are included in the educational texts, are identical either to the ages or to the level in development because many teachers tend to exclude them from the resources or strategies to used during the whole educational process.

The importance of technological resources in the English area is very transcendental because they offer a support to the teacher in order to make classes more entertaining and turning them into one agreeable environment of innovative knowledge. For such a reason it is an obligation that the authorities accept and use technological resources in the classrooms.

2.1.10. Linguistic skills

Cassany, D. (2010) " To develop the macro linguistic skills (to listen, to speak, to read and to write), the teacher will owe with skills transmit them ".

The wisdom of the language must coincide with the development of the skills and knowledge necessary to be able to reach and originate effectively linguistic messages in different situations or circumstances. It will be only possible developing the vocabulary of the students, allowing to reach in this way new linguistic levels.

The linguists skills of a student is developed not only for the repetitive action but for recepting of illustrative and entertaining contents, since many studies demonstrate that the people learn more though an image than a text or sound; and this can be verified in children from 5 to 8 years of age, they are directed better using images than theories.

In order to improve the linguistic skills of the students it is necessary to apply resource be achieved to develop this area, it is possible but it is not simple to manage it but with dedication and perseverance it will be accomplished in a certain time.

2.1.11. Development of linguistic competence in the foreign language (English) in primary schools.

Ortega L. (2009), states that language skills are very important in life because them thought student will be available to acquire abilities and skills also this will allow student to apply a learning according to the situation presented. He also considers that "They are necessary for the student to acquire a range of skills and abilities that prepare him for his staff and acquisition of learning development,

and are able to apply this learning in different situations of daily life and live in society**.**

Throughout the years many techniques and strategies have been implemented to ensure that elementary students can learn English in an easier way but a lot of these educational resources had their shortcomings as time goes by. Now with the advancement of science it has been able to apply different resources that are producing results in the formation process of students, where now can seen young children speak the foreign language English clearly.

2.1.12. Basic English language skills

According Romero J. (2010) A student must master four basic skills to communicate in English in a more fluid way:

1. **Listening:** Is to understand spoken messages being received.

2. **Oral production:** The verbal expression of thought.

3. **Reading comprehension :** It is to interpret a written text

4. **Written production:** The representation of words recognizable by graphic signs .

2.1.13. Modalities of learning English

Romero J. (2010) also states that there are three ways to learn the English language, each of which is considered important as the situation warrants, in consequence there will always be controversy over who speaks English clearly when actually coming where this language is native they will have a great advantage for having born there. He clearly determinates that "The distinction in

learning English depends on how the subject's immersion in the language .For example, if a person learns the language where it is used predominantly come to use English as much as 100 % of your communication. If language learning occurs in places where it is consider, the use of language would reach 50%. Finally, if the language is little used for communication in the place where it is learned, the student would use to bequeath up to 25% approximately; it being understood that if more use of language exercise would be considered as a second or first language according to the figures. "

Then it is clear that English will always be much stronger in countries of origin but this does not mean that a person is ready and able to master it to perfection, and be ready for any situation. Thus, the author classified into three categories which will be detailed below:

2.1.13.1. English as a primary language.

This learning is regarded as the main since it differs a lot from other modalities for the speed in which it is achieved. Largely independent of the age of the student, learning English in a country where the language is official will be facilitated by the almost constant interaction in the proposed language.

2.1.13.2. English as a second language.

This refers to when the language is considered secondary and used only for certain purposes, time and difficulty increases in their learning process. Secondary language learning begins in parallel to the primary language learning but still very important in this area.

2.1.13.3. English as a foreign language.

It refers to places where English is seldom used or unused, speed and difficulty of learning varies according to several factors, such as access to scarce resources or traditional strategies.

2.2. PHILOSOPHICAL BASIS.

Vigotsky (1968) considers the learning to be one of the fundamental mechanisms of the development of the persons. His concept states that the best education is the one that goes forward to the development, briefly he was thinking that the knowledge of a person can be achieved from his experiences.

In his model of learning he demonstrates that every person is synonymous of learning for other one, this means that the company is influenced very much by the growth and attitude of a human being, if his environment is agreeable and reliable this person will be able to have a very good attitude and education but if his environment is not the indicated one it might have very much problems in his development.

The social interaction turns into the engine of the development according to Vigotsky because through this one, the individual communicates in order to learn and of enriching his knowledge. Likewise a student learns from what he sees, it is important of being able to teach in order that the skills of the pupils are promoted for good and to apply them in a certain future. The learning takes place easier in a collective.

2.3. PEDAGOGICAL BASIS

According to Sanchez B, (2011) "The teacher will have to design educational actions in a coherent way, of doing the exercise of how and with that to teach". The author states that the teacher is only a guide in the teaching – learning

process he must use the methods and didactic resources considering what the student already knows. In order to achieve a significant learning.

Pedagogy refers to the didactic or model of procedures that facilitate the education and the learning. Paradigms recognize a way of understanding inside the academic process, by means of the implementation of new technologies that put into practice the senses of perception in the student.

Technology and pedagogy have to work together, only in this way important changes can be achieved in the education, improving the structure and the planned approaches, allowing to innovate in benefit of all those who study an educational establishment.

For these reasons, the educational system has the obligation to reinforce the learning process, with technological instruments that demand the active participation of the student for the development of the competences as to learn to know, to learn to be and learn to coexist, in order that in a future the pupils and young women appear to the company as competitive persons especially capable of assuming any challenge.

2.4. PSYCHOLOGICAL BASIS

Morán, F, (2006), demonstrates that: "An intimate relation exist between being able how a student to learn and understand how they influence the learning the variables of change, on one hand and to know what to do to help to learn it better ".

One of the fundamental aspects of the education is that students learn what they have to learn in the moment that they have to do it, only in this way it will be

possible to achieve an important learning because many teachers offer knowledge that eventually will not help to the pupil but the opposite, they will harm in a certain stage to his academic development and also personally.

This learning has to be met in agreement on the evolution of the student bearing in mind the development bio psychosocial in order that he learns better. For this reason, teachers must appropriate of some theories of development as for example Piaget's theory on the evolutionary development of the human being, who allows him to understand his study of development and to promote them of better way.

Teachers not only must consider the levels of intellectual development, but bear in mind the integral development of the students, therefore it is necessary to have a systemic and sequential look that allows to articulate the mind of the body, incorporating aspects on the emotional, social development in this process it is necessary that is considered to be the needs and interests of the pupils, visualize as a subject that he learns, interacts, that thinks and that has potential of producing useful thoughts.

In this investigation it has been considered to incorporate the contributions of the psychology, cognitive and sociocultural of the learning with the firm intention of constructing a critical education capable of transforming the educational environment.

2.5. LEGAL FRAME

This research is legally based on the Constitution of the Republic of Ecuador approved in Montecristi on 23 and July 24, 2008, it establishes the following:
The art. 343 of the system…

Art. 343: The system proposes that the educator aims to provide an education that enables learning to the generations through the use of knowledge and techniques.

Art. 347: The use of educational technology in students promotes quality learning through the use of technological resources.

ORGANIC LAW OF CROSS-CULTURAL EDUCATION
(Official Journal No. 417 of March 31, 2011)

Art. 2: Castilian is the official language of Ecuador.

CODE OF CHILDREN AND ADOLESCENTS

Art. 39: The State will recognize young people and young people as strategic actors in the country's development and will guarantee them the education.

2.6. FUNDAMENTAL CATEGORIES

2.6.1. What is an interactive CD?

It is considered an innovative resource in education because it allow to provide knowledge of a more entertaining and dynamic way, turning them into an indispensable tool for teachers during the whole educational process. At the same time it might be said that it has turned into a fundamental help for the teacher, student and family father, as well as for the educational community.

The use of the interactive CDs in education has gained major acceptance during the last years, allowing to innovate to the education in such a way that the student is the principal axis of the educational process.   LLera (2008) states that.

"The interactive CDs are one of the most innovative and striking tools that nowadays is outlined in the learning. The teachers can use this resource as a tool of learning using the ICT`s, him allowing to his students that they should sail across an interactive environment that contains texts, audio, video, animation, visual, graphical effects and photos ". (P. 131-132).

2.6.2. Interactive CD Multimedia like didactic resource

Pere Marques, (2011) expreses that the multimedia is the way of presenting an information using other resources text, sound, image, animation, video and interactivity. It is named also a multimedia for the electronic devices that allow to store and to present the contained multimedia.

Interactive multimedia is when the user has free control of the whole content and can use it to his way, store, erase to modify or simply to manipulate the objects integrated to the content. This performs great importance to know since many have to confuse the multimedia with computational programs.

The multimedia CD is easy to manipulate it means that a child of approximately 4 or 5 years old already has the aptitude to use this resource, the same one that contains games, dynamism and especially a very good education, that is the reason they are considered to be acceptable and reliable to apply them in the different areas of the current education.

2.6.3. Advantages of an Interactive CD multimedia

Graells, (2009) demonstrates that students are very motivated and the motivation is one of the engines of the learning, since it stimulates to the activity and the thought."

On the other hand, the motivation allows students to dedicate more time to work therefore, it is probable that they learn more. This is very good for the pupils since while the more motivated they are, then more interest they will put for learning, enriching his knowledge with new educative and updated technologies. Both for the student and the teachers or family parents who are involved in the process.

It might been said say that the advantages of using an Interactive CD in the education are the following ones:

a) Better receipt of the contents
b) Major acceptance of the given class
c) Of easy managing and application
d) To support a continuous intellectual activity
e) The students often learn with less time
f) They facilitate the evaluation and control. They liberate the teacher of repetitive works
g) They constitute a good way of didactic investigation in the classroom;

2.7. HYPOTHESIS

The application of an Interactive CD will improve the English vocabulary of the students of The Second Degree at Escuela de Educación Básica Altamar

2.8. VARIABLE OF STUDY

2.8.1. INDEPENDENT VARIABLE: Interactive Cd

The interactive CD is a technological tool integrated by content multimedia (images, sounds and video), which facilitates the teacher to whom his classes are dynamic and understandable for a better capture of knowledge for the student.

2.8.2. DEPENDENT VARIABLE: English Vocabulary

The vocabulary is constituted by the set of words that shape a language. In this respect, a vocabulary is synonymous of lexicon in the measure in which this one is the set of lexical units that integrate a language.

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

The investigation is considered to be the set of systematic, critical processes and in many occasions empirical that are applied to the study of a phenomenon or a problematics.

The present work of investigation was developed under the modality of the qualitative and quantitative approach, each one will present results to be able to take reliable decisions to the moment to solve the problematic.

The method or technology used in this investigation, will allow that the process be reliable and will be possible know the need that children have for improving his vocabulary in English, and where the interactive CD will be able to be applied of a better form.

3.1.1. Qualitative

This approach allowed to state the situation of English learning in students of the second grade at Escuela de Educación Básica Altamar Salinas, the principal aim is to look for the reasons or characteristics that could emergence to the problematics. In this way Dance M. (2012) declares that "The qualitative methodology, since it indicates his own name, takes as an aim the description of the qualities of a phenomenon. It looks for a concept that could include a part of the reality. It is not a question of trying or to measuring in what degree a certain quality is in a certain given event, but to discovering so many qualities since be possible ".

3.1.2. Quantitative

With the support of this approach it was possible to process and analyze all the information gathered in order to obtaining of reliable results, the same ones that allowed to know the importance of an Interactive CD to improve the English vocabulary, not only for the students but also for the teachers and family parents.

The intention of this approach is based in showing numerical results of the compilation of the information. About this Hernández, E. (2010) says : "It uses the compilation of information to prove hypothesis, with base to the numerical measurement and the statistical analysis, to establish standards of behavior and to prove theories".

3.2. Type of research

For the present investigation the field and bibliographical methods were applied at Escuela de Educación Básica Altamar Salinas, the same ones that helped to the investigation process and offered additional alternatives of possible solutions to the problem.

3.2.1. Field

It consists of placing directly the investigator inside the object of investigation in order that to know more about process of the problematics and to demonstrate the most real situation, it will help to take the best decisions to a possible solution. According to Graterol, R. (2014). "This type of investigation is known also as investigation in since it is realized in the own site where one finds the object of study".

3.2.2. Bibliographic

In this investigation it was possible to use all the necessary information in texts, books, magazines and reliable sites, where it was achieved to obtain a variety of information that they helped to the investigation providing a more transcendental value. About this Rodríguez M. (2013) indicates that "It is the condition that will allow to offer to him the major support for what it is tried to investigate. The material of support means that the topic has been studied by other authors, but with different variables and of being coincidental it will have to consider them in different periods from time or, with other indicators or empirical modals, inside the same variables". Pág. 8.

3.3. LEVEL OF INVESTIGATION

The level of investigation used in the present work were of descriptive explanatory, where apart from the gathered information and the analyzed information, an explanation is necessary to develop the investigative process, announcing the characteristics of the possible solutions, helping the investigator to take better decisions in benefit of the investigative object.

3.3.1. Descriptive

The aim was to identify the respective characteristics of the problematics that is investigated, announcing the details in order to find rapid solutions for the object of study, technology prove to be of great support for the investigator who wants to do an excellent work.

3.3.2. Explicative

This method had the intention of identifying the possible problematics, the possible hypotheses and to the analysis of the variables in order to know the beginning of the object of study.

3.4. POPULATION AND SAMPLES

3.4.1. Population

The population for the development of this work of investigation at Escuela de Educación Básica Altamar Salinas, was formed by 30 students of the Second grade, teachers, family parents and the highest authority of the institution.

CHART N° 1: Population and samples

N°	Description	Population	Sample	%
01	Students	30	30	42,25 %
02	Family Parents	30	30	42,25 %
03	Teachers	10	10	14,08 %
04	Director	1	1	1,40 %
	Total	71	71	100 %

Source: Research data
Author: Erika Fabiola Tibán González

Since that the population of the research was small, all members are going to be considered to obtain better results and information.

3.5. OPERATIONALIZATION OF VARIABLES

3.5.1. Independent Variable: Interactive Cd

CHART N° 2: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
The interactive CD is a technological tool integrated by content multimedia (images, sounds and video), which facilitates the teacher to whom his classes are dynamic and understandable for a better capture of knowledge for the pupil	Cd interactive Multimedia Advantages of the multimedia	Characteristics Types of CDs Images Sounds Videos Educative Easy utilization	1. Do you consider to be important the application of an interactive CD? 2. Do you consider the multimedia to be important in the education? 3. Can multimedia be used in different educational areas to improve the educational system?	Survey Interview Lesson plan

Source: Research data
Author: Erika Fabiola Tibán González

33

3.5.2. Dependent variable: Improve English Vocabulary

CHART N° 3: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE AND INSTRUMENTS
The vocabulary is constituted by the set of words that shape a language. In this respect, a vocabulary is synonymous of lexicon in the measure in which this one is the set of lexical units that integrate a language.	Education learning The illustrative learning Linguistic skills	Methodology Typical Defition Improvement in speaking	1. Do you consider the vocabulary learning is important in the persons? 2. Do you know what illustrative learning means? 3. Do you consider that the linguistic skills can be improved?	Video camera Interview Camera Lesson plan Survey

Source: Research data
Author: Erika Fabiola Tibán González

3.6. TECHNIQUES AND TOOLS

The compilation of information allowed the investigator to obtain all the necessary information of the problem, for this reason it was necessary to use the following techniques that helped to the investigative process.

3.6.1. Interview

An interview was carried out with Lcda. Gladys Vàsquez, the highest authority and director of Escuela de Educación Básica Altamar, who could demonstrate the importance and contribution of the interactive CD for the English area, Especially to benefit the students of the institution who need to be educated by the technological resources and to leave behind the traditional methodology. She also considered the application of the proposal as innovative and necessary.

3.6.2. Survey

This technique was considered to be one of more feasible instrument to gather information for this reason a questionnaire was directed with specific topic. It was applied to and parents of Escuela de Educación Básica Altamar, in order to know their opinion the application of the proposal and the results were positive.

3.6.3. The observation guide

It was the best way to obtain group information. This instrument was applied to students of Second grade at Escuela de Educación Básica Altamar, they were very young to give them a questionnaire, therefore a meeting was coordinated to analyze their situation and to know the level of their vocabulary.

3.7. COLLECTION DATA PLAN

CHART N° 4: Plan for the collection of information

BASIC QUESTIONS	EXPLANATION
1. What for?	To know the situation of the English vocabulary of second grade students and the importance of applying an interactive CD that helps to improve the presented deficiencies.
2. From which people or objects?	Students of second grade , teachers and parents.
3. About what aspects?	Interactive CD to improve the English vocabulary.
4. Who?	Investigator: Erika Fabiola Tibán Gonzalez
5. To whom?	Teachers and students at Escuela de Educación Básica Altamar.
6. When?	2015-2016
7. Where?	At Escuela de Educación Básica Altamar Salinas, province of Santa Elena.
8. How many time?	During the year 2015 - 2016
9. How?	Of individual, and collective form
10. What data colletion techniques?	- Technologies of investigation: · The observation · The interview · The survey
11. With what?	Notebook, camera, cellular, form of questions.

Source: Research data
Author: Erika Fabiola Tibán González

3.8. INFORMATION PROCESSING PLAN

CHART N° 5: Information processing plan

Determining a situation	Search for information	Data collection and analysis	Definition and formulation	Designing solutions
Using the survey to the teachers, parents of family and the application of a guide of observation for the students at Escuela de Educación Básica Altamar, it was possible to know the needs that many pupils it has for learning English and the lack of programs or interactive resources that should help to improve the vocabulary in the English area.	Once proceeded the to look for information talking with parents, teachers and students. This turned out to be very positive because it was possible to know that such a technological resource as an interactive CD can helps to the development of the English vocabulary. In addition it was possible to use for the search of information relating topics in books, magazines, virtual and Internet libraries in general it brings over of the object of study.	With the information and information obtained on the lack of an interactive CD to improve the vocabulary in the English subject. The next step was to proceeded to implement surveys and interviews, take notes in the notebook of notes and to take the photographies respectives, those who offered a great quantity of content to they analyze and be taken by decisions that help to the solution of the problematics.	Once known the importance of applying a technological resource for the improvement of the English vocabulary, it was concluded that the teachers must qualify more on the managing these tools, because performance will be improved and especially the knowledge of the student.	With the application of an interactive CD to improve the English vocabulary of the students of the second grade, the new technologies will be guaranteed in the teaching and learning process, improving the education of the whole educational community.

Source: Research data
Author: Erika Fabiola Tibán González

3.9. ANALYSIS AND INTERPRETATION OF RESULTS

3.9.1. Interview to the teachers Escuela de Educación Básica Altamar,

Question 1: Do you consider technology as a learning tool? Why?

Interpretation:

The teachers believe that the technology is necessary in these times because it allows to teach more readily. Therefore it is very important that the necessary resources in educational institutions are implemented every day to increase quality education.

Question 2: What information and communications technology (ICT) do you consider a be priority in the formation of students? Why?

Interpretation:

All teachers reported that the technology should be a priority during the process of educational training of students, because the demand of this generation, where every day new tools that optimize student learning are released.

Question 3: What innovative methods do you use in class?

Interpretation:

Teachers reported that they apply traditional methods because of their lack at the necessary skills to teach students, and it would be important to apply new educational technology tools.

Question 4: Have you used interactive CDs for your classes?

Interpretation:

Most teachers have not used interactive CDs in their classes, it would be important to provide new resources that allow students to develop their full potential.

Question 5: Do teachers regularly attend to conferences about technology to improve teaching learning process.

Interpretation:

Teachers said they have attended to several training but are not constant and most of them are about educational technology tools, so it is very important that the guidance of new educational resources in order to provide a better education.

Question 6: Would like to use interactive CDs in your classes to motivate students to learn?

Interpretation:

Teachers agreed that they would like to use interactive CDs more often to provide more dynamic classes and have a better relationship with their students, where communication is as important in the classroom.

Question 7: Do you consider that is very important to speak the English at an early age ? Why?

Interpretation:

Most teachers agreed that if a person wants to speak English, he should start at an early age because when he reaches an older age it will be harder to learn this language.

Question 8: Would you like students to learn English through interactive CDs? Why?

Interpretation:

Teachers claimed that they would like their students to be educated through an interactive CD where they can develop their skills and speak English better, because children of today are engaged with the technologies.

3.9.2. Survey addressed to parents of Escuela de Educación Básica Altamar.

Question 1: Do you know what is an interactive CD?

CHART N° 6: Knowledge of interactive Cd

Question	Alternative	Frequency	%
1	Yes	10	33
	No	20	67
	TOTAL	30	100

Do you know what an interactive CD?

Source: Parents de la Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 1: Knowledge of interactive Cd
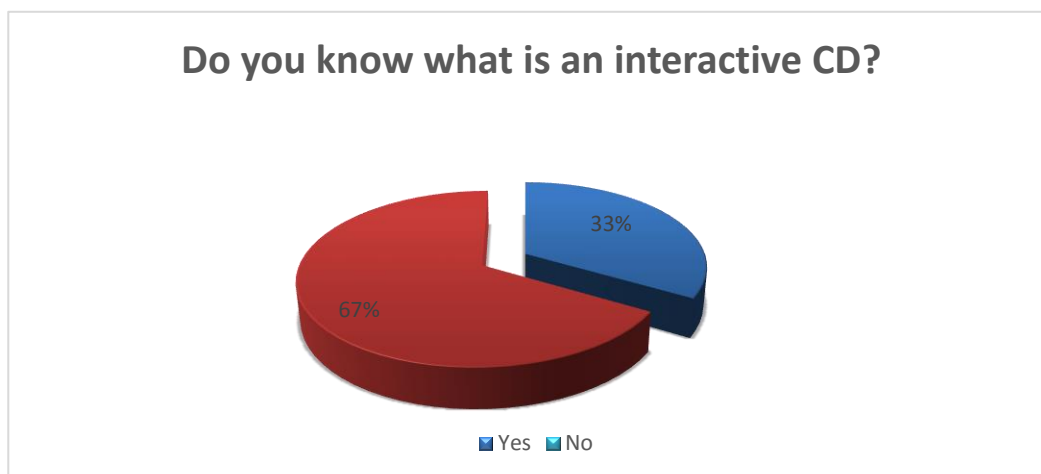
Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

33 % of parents know what is an interactive Cd, while 67 % did not know. What suggests that parents need to know various technological tools that now exist in education.

Question 2: Is your child technological educated with tools ?

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 2: Student training with technological tools
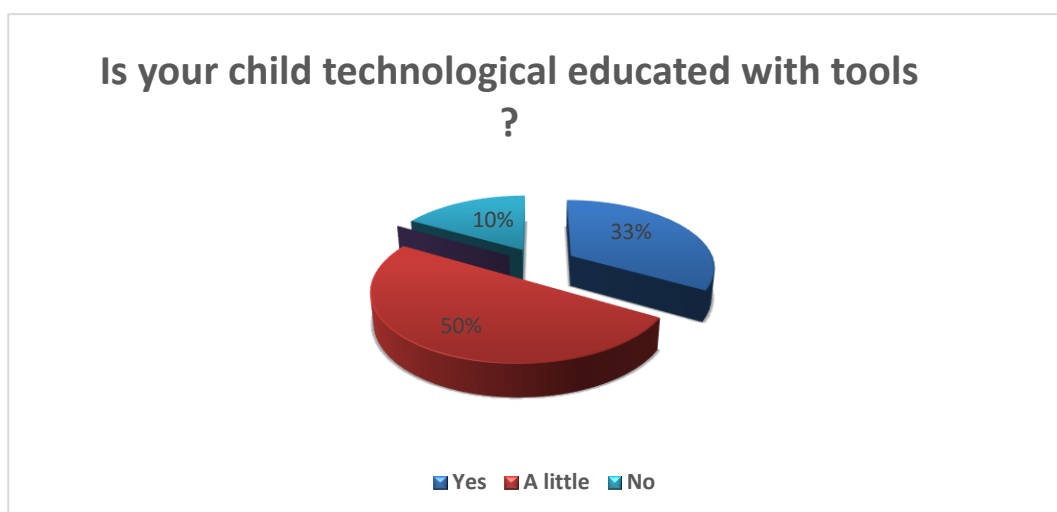
Is your child technological educated with tools ?

33% 50% 10%

Yes A little No

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

33 % of parents reported that their child are formed with technological tools, a little 50%, while 17 % is not . Therefore it must be the learner who through new technological tools develop the skills and abilities that often fail to be reached.

Question 3: Is it important to work with technology to offer quality education?

CHART N° 8: Importance of technological resources in classes

Is it important to work with technology to offer quality education?			
Question	**Alternative**	**Frequency**	**%**
3	Strongly agree	10	33
	Agree	15	55
	Disagree	5	17
	TOTAL	30	100

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 3: Importance of technological resources in classes
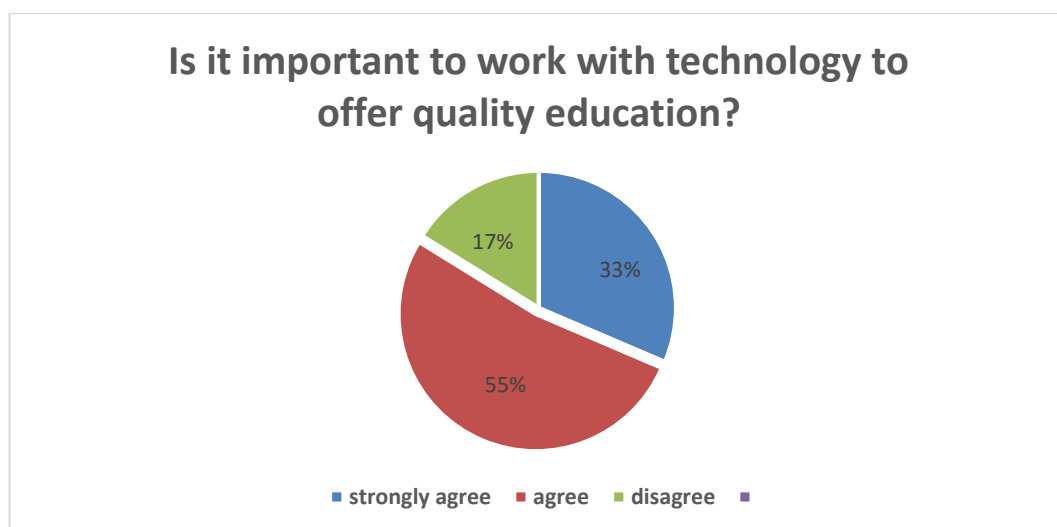
Source: Parents de la Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

33 % of parents strongly believed that it is important that students be trained through technological resources to provide quality education. For this reason the teacher should use new resources to catch the interest of learners in the subject and provide better education.

Question 4: Do you think that your children should use an interactive CD in English area ?

CHART N° 9: Use at interactive CD in English area

Do you think that your children should use an interactive CD in English area ?			
Question	**Alternative**	**Frequency**	**%**
4	Strongly agree	30	100
	Agree	0	0
	Disagree	0	0
	Strongly disagree	0	0
	TOTAL	30	100

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 4: Use of an interactive CD in English area
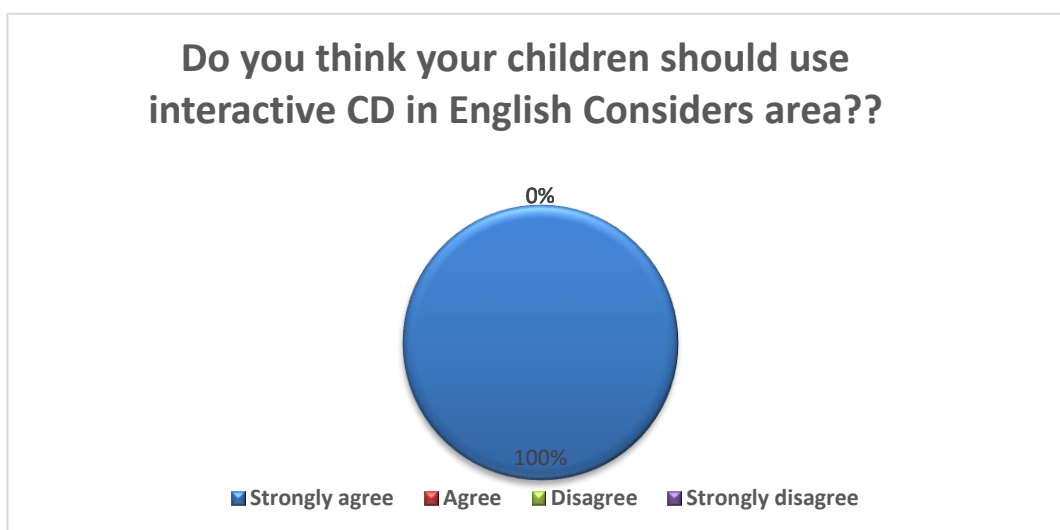
Do you think your children should use interactive CD in English Considers area??

0%

100%

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree

Source: Parents de la Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

100 % of parents strongly believe of that their children should use an interactive CD for the English area. Therefore the application of the proposal is very positive and helpful for the student who has problems learning and improving your vocabulary.

Question 5: Do you consider that student can improve their english vocbulary through an interactive CD?

CHART N° 10: Improving English vocabulary

Do you consider that student can improve their english vocbulary through an interactive CD?			
Question	**Alternative**	**Frequency**	**%**
5	Agree	20	68
	agreement	5	16
	disagree	0	0
	Strongly disagree	5	16
	TOTAL	**30**	**100**

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 5: Improving English vocabulary
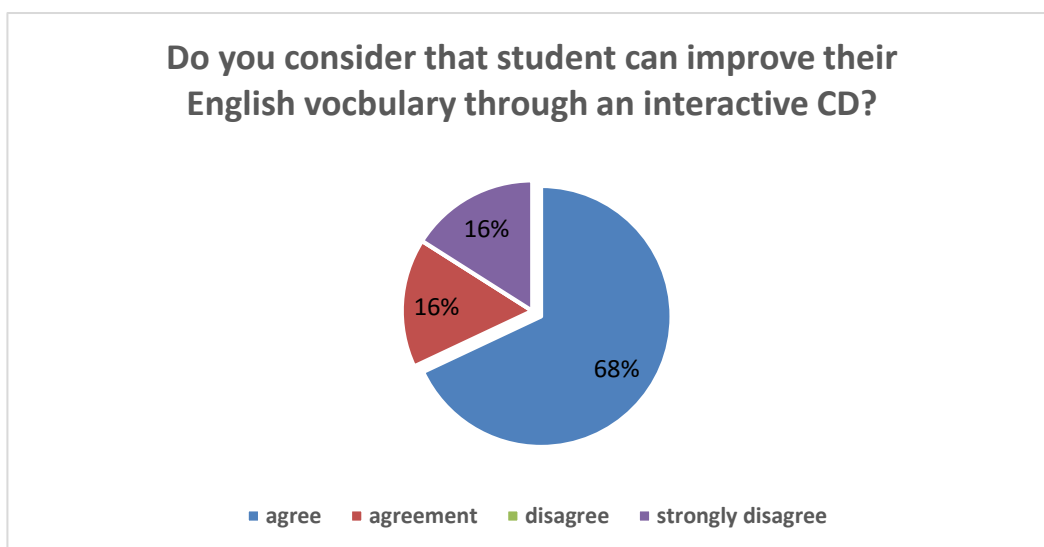
Source: Parents de la Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

68 % of parents strongly believed that students can improve their English vocabulary through and interactive CD, 16% agrement and 16% strongly disagree about it.

Question 6: Do your child show interest in learning English language?

CHART N° 11: Interest in learning English language

Question	Alternative	Frequency	%
6	Yes	15	50
	A little	10	33
	No	0	0
	Strongly agree	5	17
	TOTAL	30	100

Does your child show interest in learning English language? (table title)

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 6: Interest in learning English language
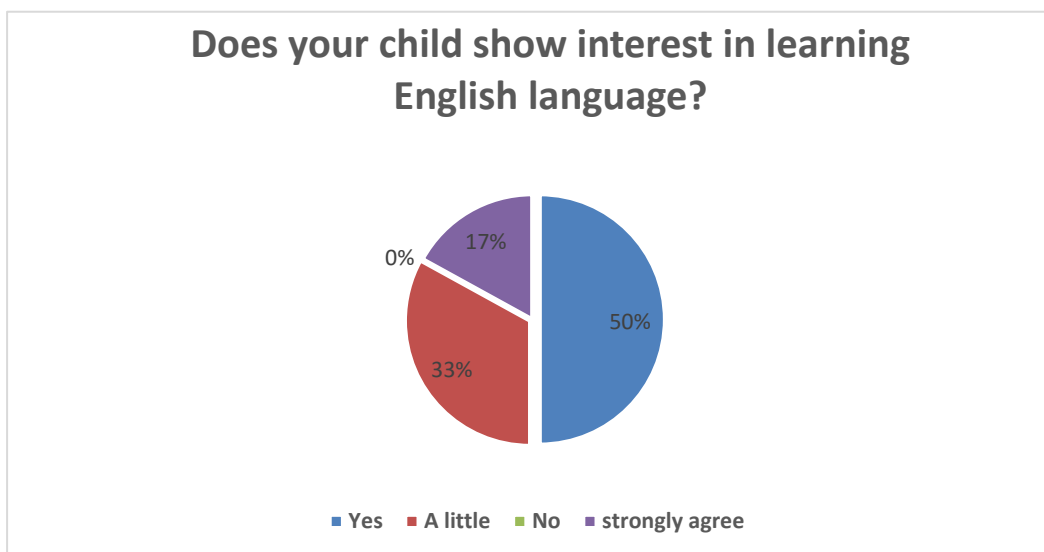
Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

50 % of parents reported that their child shows interest in learning English as a subject, 33%, a little while 17 % showed an interest for this reason english should be taugh through new strategies.

Question 7: Do you think there is a need for an interactive CD in the area to improve English classes?

CHART N° 12: Need for an interactive CD

Do you think there is a need for an interactive CD in the area to improve English classes?			
Question	**Alternative**	**Frequency**	**%**
7	Strongly agree	30	100
	Agree	0	0
	Disagree	0	0
	According	0	0
	Strongly disagree	0	0
	TOTAL	30	100

Source: Parents de la Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 7: Need for an interactive CD
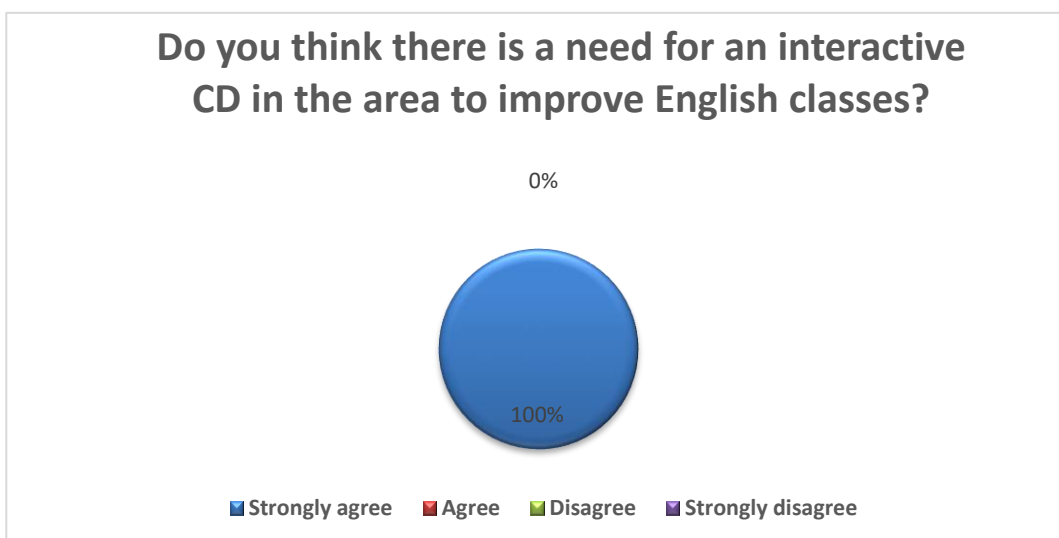
Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

Analysis and Interpretation

100 % of parents strongly believed that their children need an interactive CD. Therefore the interest of the parent is to seek the benefit of their child and improve their educational status by the application of new technological resources and new methodological strategies.

Question 8: Would you support the implementation of an interactive CD to improve the English vocabulary of your child?

CHART N° 13: Parent support their children

Question	Alternative	Frequency	%
Would you support the implementation of an interactive CD to improve the English vocabulary of your child?			
	Yes	30	100
8	No	0	0
	TOTAL	30	100

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

GRAPH N° 8: Parent support their children
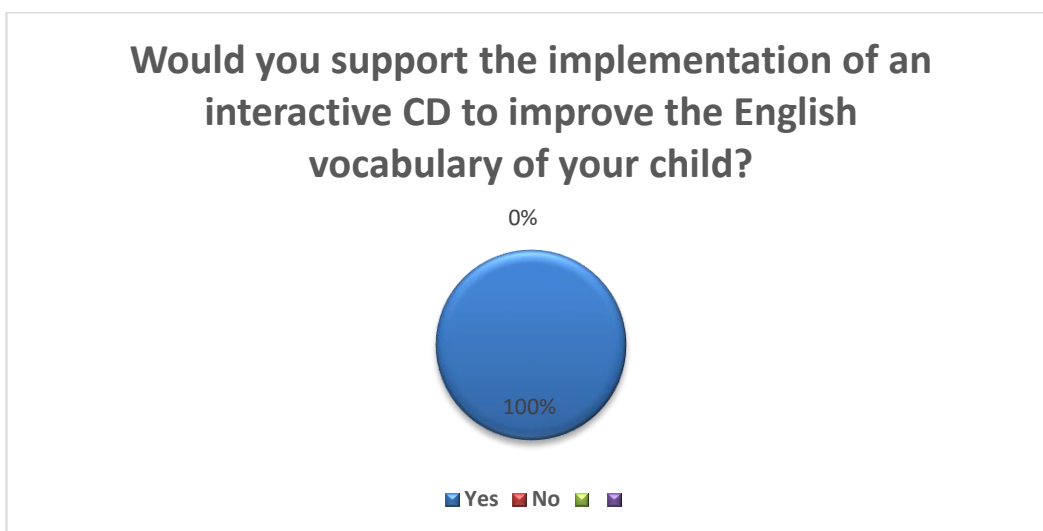
Would you support the implementation of an interactive CD to improve the English vocabulary of your child?

0%

100%

■ Yes ■ No ■ ■

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González.

Analysis and Interpretation

100 % of parents agreed the implementation of an interactive CD to improve enough vocabulary in their sons.

3.9.3. The observation guide the second grade students of Escuela de Educacion Basica Altamar

CHART N° 14: Observation guide directed to students of second grade

ACTIVITIES	YES	NO	OBSERVATIONS
Do second graders have problems with their English vocabulary?	X		Students have problems to with the English language.
Does the teacher use audiovisual and technological resources.	X		The teacher uses technological resources but needs more resources for their classes.
Do students use an interactive CD to improve their english vocabulary ?	X		The teacher needs more tools to work vocabulary with children
Is there a traditional pedagogy in the classroom?	X		There is a traditional pedagogy in the institution.
Does the teacher use technological resources as laptop, projectors to support their classes?		X	The teacher uses very few technological resources to give their classes
There an educational software for teaching English language in the classroom?		X	Students do not have an interactive cd by which they can learn their lessons
Is there interest on the part of students to learn English?	X		Students have interest in learning English but need technological resources..
Do the institution computers meet the requirements to implement the educational software?	X		The school computers need to be updated.

Source: Students of second grade at school Escuela de Educacion Basica Altamar Salinas.
Author: Erika Fabiola Tibán González

3.9.4. Results chart - parents

CHART N° 15: Results chart- parents

N°	QUESTIONS	Strongly Disagree		In disagreement		Undecided		According		Strongly agree		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you know what is interactive CD?	10	33	20	67	0	0	0	0	0	0	3	10
2	Is your child technological educated with tools ?	10	33	15	50	0	0	0	0	5	17	3	10
3	Is it important to work with technology to offer quality education?	30	100	0	0	0	0	0	0	0	0	3	10
4	Do you think that your children should use an interactive CD in English area ?	30	100	0	0	0	0	0	0	0	0	3	10
5	Do you consider that student can improve their english vocbulary through an interactive CD?	20	68	5	16	0	0	0	0	5	16	3	10
6	Would you support the implementation of an interactive CD to improve the English vocabulary of	15	50	10	33	0	0	0	0	5	17	3	10
7	Do you think there is a need for an interactive CD in the area to improve English classes?	30	100	0	0	0	0	0	0	0	0	3	10
8	Would you support the implementation of an interactive CD to improve the English vocabulary of your child?	30	100	0	0	0	0	0	0	0	0	3	10

Source: Parents of Escuela de Educación Básica Altamar.
Author: Erika Fabiola Tibán González

3.10. Conclusion and recommendation

3.10.1. Conclusions

1. Students have many difficulties with their English vocabualy and need to improve.

2. There are few technological tools that teachers can use to catch the interest of students to learn English and improve their vocabulary.

3. Teachers do the best they can to teach students but they need new resources to support the teaching learning process.

4. Teachers considered innovative and interesting the application of an interactive CD to improve vocabulary and develop the language skills of students.

3.10.2. Recommendations

1. It is recommended to improve on the English vocabulary of second grade students.

2. It is important to promote on teachers the use technological resources to improve English vocabulary on students

3. It is recommended the implementation of on interactive CD to improve English vocabulary on student of second grade at Escuela de Educacion Basica Altamar.

CHAPTER IV

THE PROPOSAL

4.1. INFORMATIVE DATA

4.1.1. Title of the proposal

IMPLEMENTATION OF AN "INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENT OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR-SALINAS IN YEAR 2015-2016"

4.1.2. Executing institution

Escuela de Educación Básica Altamar, Salinas, Province of Santa Elena.

4.1.3. Beneficiaries

Students of second grade at Escuela de Educación Básica "Altamar".

4.1.4. Location

Chichipe, in front of Fuerte Militar, cantón Salinas, Santa Elena.

4.1.5. Technical team responsable

Author: Erika Fabiola Tibán González

Adviser: Lcdo. Kleber Loor Zambrano.Msc.

4.2. PROPOSAL BACKGROUND

Recently, technological advances have provided changes in many areas and certainly one of them is the educational fields providing new tools for teachers, students and giving them new resources to learn in a better way.

It is true that technology may have their advantages and disadvantages, but it is in people's responsibility to use it, because without a doubt technology never stops moving and continue presenting changes in order to help human beings.

Therefore this is the reason to propose and implementation of an interactive CD to improve English vocabulary at Escuela de Educación Básica Altamar, which currently has many technological resources but need a tool to teach English interactively and dynamic.

The interactive CD will be a support for teachers since it will allow then to interact more with students to create entertaining classes, through games and dynamics that come with the CD, it is the best way to learn and to teach with patience.

4.3. SIGNIFICANCE

Escuela de Educación Básica Altamar is an institution that seeks to train students with the profile requested by the current education system through advanced technological tools.

The interactive CD will serve as a guide for teachers their students it will have a lot of content according to students age, with images, videos and evaluations to practice in classes.

The main objective of this interactive CD is to encourage interest in learning the English language learning, is undoubtedly a tool that will help a lot in the future since English is the most used language.

It would be important if all actors of this project contribute to improve the quality of education, it may not change made immediately but the results will not be in a distant future.

4.4. OBJECTIVES

4.4.1. General Objective

To improve English vocabulary in students of second year of the Escuela de Educación Básica Altamar – Salinas, through the implementation of an interactive CD.

4.4.2. Specific Objectives

1. To design an interactive CD to improve English vocabulary.

2. To apply the activities of the interactive Cd at Escuela de Educación Básica Altamar Salinas in order to strengthen the English vocabulary.

3. To evaluate the proposed activities of the interactive CD.

4.5. ACTION PLAN

CHART N° 16: Action Plan

STATEMENTS	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
End Design and implement an interactive CD to improve English vocabulary.	Reaching 90% comprehension and execution of the use of interactive CDs.	Interactive educational activities.	Is it helpful for teachers to use interactive CD?
Purpose Improve English vocabulary in students of second grade al Escuela de Educacion Basica Alatmar.	Boosting 95% interest in learning the English language and improve their pronunciation.	Conducting training	Are teachers properly applying the interactive CD?
Area English vocabulary in the area of second-year students of the Escuela de Educación Básica Altamar	Achieve 100% of teachers and students to benefit and use the Interactive CD.	Teachers, parents and students.	Does the school provide interactive Cd?

Source : Escuela de Educación Básica "Altamar"
Author: Erika Fabiola Tibán González

4.5.1. Timetable, action plan

CHART N° 17: Timetable, action plan

Activities	Responsible	Dates					Compliance
Action # 1: Socialization of the project, authorities and teachers	•Authorities • Teachers •Technical team	August					Socialization of the proposal with the authorities and teachers was conducted to inform them about the purpose of the proposal
		1	**2**	**3**	**4**	**5**	
				x			
Action # 2: Application of interactive Cd.	Erika Fabiola Tibán González **Technical team**	September					We proceeded to the installation of an interactive CD was installed in computers.
		1	**2**	**3**	**4**	**5**	
					x		
Action # 3: Training workshop for teachers in the school.	•Teaching •Technical team	October					General training of the proposal in order to meet the interest of teachers about the use of CD.
		1	**2**	**3**	**4**	**5**	
						x	
Action # 4: Training workshop for teachers; Proper use of interactive Cd.	•Teaching •Technical team	November					Explaination of the most important parts and the correct use of interactive Cd.
		1	**2**	**3**	**4**	**5**	
		x					
Action # 5: Teacher training workshop; Improve English vocabulary.	•Teaching •Technical team	December					Result of the improvements observed from the application interactive Cd.
		1	**2**	**3**	**4**	**5**	
						x	

Source: Escuela de Educación Básica "Altamar"
Author: Erika Fabiola Tibán González

4.5.2. Training Workshop

Training Title: Develop interest in learning the English language on students.
Objective: To emphasize the importance of interactive Cd to improve English vocabulary in students of second grade.

CHART N° 18: Training Workshop

SKILLS WITH PERFORMANCE CRITERIA	PROCESS, STRATEGIES, ACCURACIES LEARNING AND TEACHING METHODS, TECHNIQUES.	RESOURCES	INDICATORS OF ACHIEVEMENT / AUTHENTIC PERFORMANCE.
Remember the influence of English in society. Authentic performances: -Recognize the importance of learning English. -To Promote interactive CDs used to improve the education system.	INTERACTIVE CD ENGLISH **-EXPERIENCE** - Mention the topic at hand -Brainstorming **-Reflection** Why is it important to learn English these days? **CONCEPTUALIZATION** -The importance of knowing how to speak English properly and improve vocabulary. -Observe the application and presentation of interactive CDs to improve English. **APPLICATION** Interaction with the content presented on the CD.	Bookmarks Board Computer Projector CD	-Implementation of steps explaned in the workshop. -Evaluation of this very helpful tool to enhance the learning of students.

Source: Escuela de Educación Básica "Altamar"
Author: Erika Fabiola Tibán González

4.6. DESCRIPTION OF THE PROPOSAL

The interactive CD to improve English vocabulary students of second grade at Escuela de Educación Básica Altamar, aims to catch the interest of students to learn and speak this language, being a guide for teachers in due to the lack of technological tools in this area. Thus it seeks to promote the use of technology to provide better education.

This interactive CD offers a variety of options to the user that are easy to manipulate, therefore learning through it will be very easy to learn it and contains images, videos and animations, assessment tools that can be desing in side outside of school.

An advantage of the interactive CD is that it can be stored in a Flash drive or external hard drive for proper use, the user can install it on any computer to be accessible at all times. Thus, the tool will be delivered without any restrictions and students can use it freely.

The interactive CD to improve English vocabulary in student of second grade at Escuela de Educación Básica Altamar was developed with the "NeoBook5" program, this software offers a variety of options, such as images, videos and animations to do excellent work in multimedia.

This interactive CD will serve as an aid to teach and reach higher levels in the English language of students of second year at   Escuela de Educación Básica Altamar.

Software Neobook 5: This was the program used to develop and design the interactive CD .

ILUSTRATION N° 2: Window Autoplay

Source: Interactive CD.
Author: Erika Fabiola Tibán González

A new screen appears where we have to choose the type of project we want, the program offers some predesigned templates that will make things easier or we can choose a blank project to start from scratch, which is what we will do in this manual, once selected Give it a name and finally click CREATE PROJECT NOW

ILUSTRATION N° 3: Options Program Autoplay
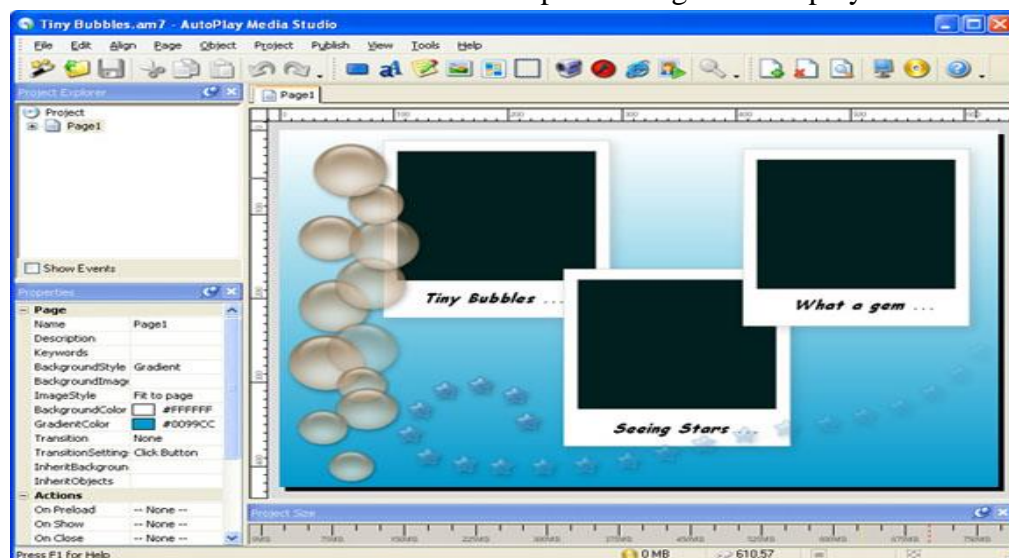
Source: Interactive CD.
Author: Erika Fabiola Tibán González

ILUSTRATION N° 4: Command Program Autoplay
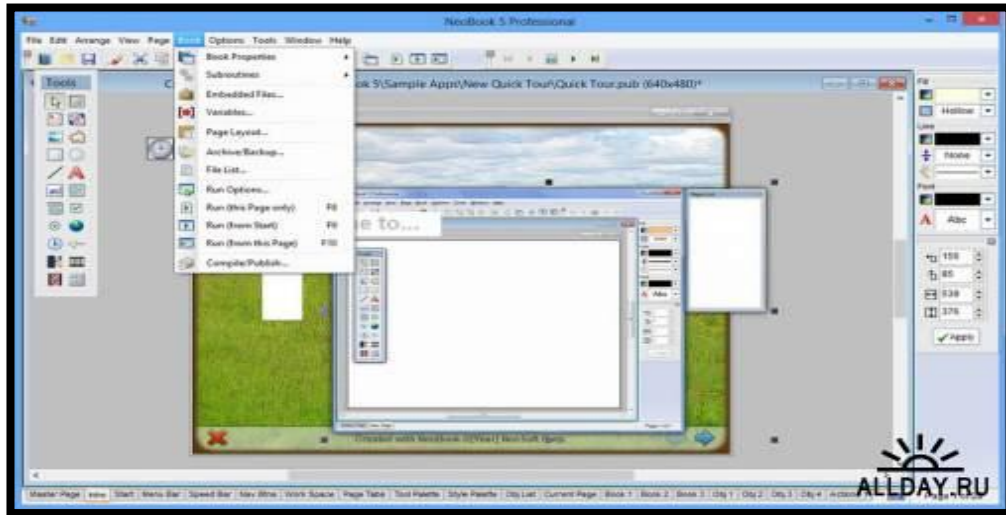
Source: Interactive CD.
Author: Erika Fabiola Tibán González

We have a new screen that will now be our main work base and consists of 5 important parts

A- They can see what we select

B- Folders that contain the files of our project

C- Here are the pages that they will do

D- Here they will edit and modify our project

E- List of objects they will use

F- PREVIEW, preview the project

G- PUBLISH, create and publish the project.

We started to create the project, this program is "drag n 'drop" where we can drag things to our project and apply alon

4.6.1. Interactive CD Activity Results

The level of students before using an interactive is low and a diagnostic test was taken to check their level of vocabulary.

4.7. PRESENTATION

Home : When the CD is inserted and runs, it appears the following window where students can see the cover page   MENU, **CREDITS AND QUIT MENU BUTTONS.**

ILLUSTRATION N° 5: Home Interactive CD
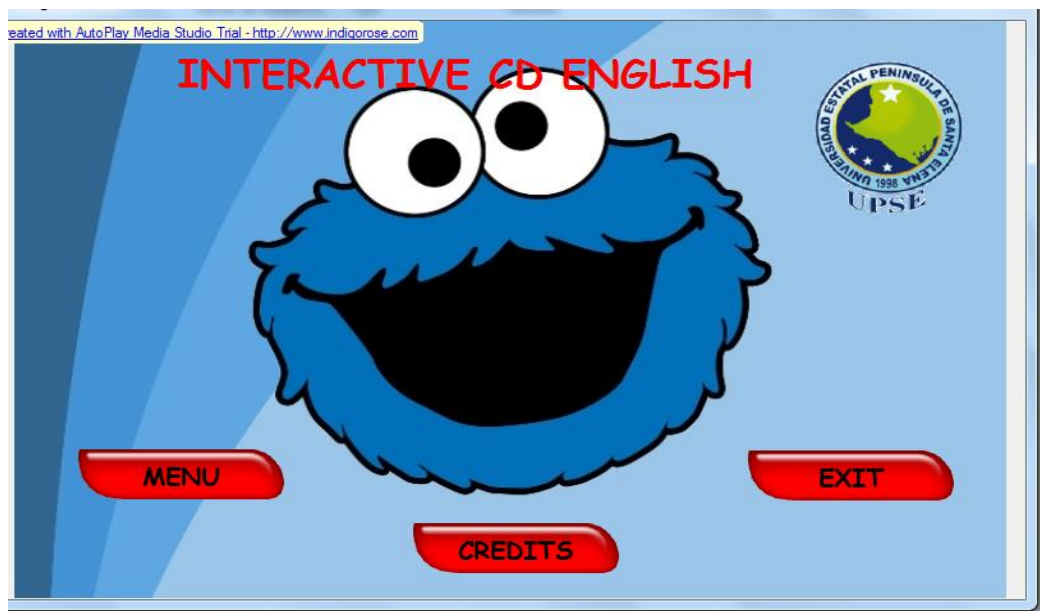
Source: Interactive CD.
Author: Erika Fabiola Tibán González

MENU BUTTON: Access the main menu of interactive Cd.

CREDITS BUTTON: Shows the main data of the author.

BUTTON EXIT: Allows users to close or exit the program.

Map of contents: Once students make a click on the menu button, the main content window appears, they can visualize all available lessons in the interactive CD.

ILLUSTRATION N° 6: Map of contents

Source: Interactive CD.

Author: Erika Fabiola Tibán González

COVER PAGE: this button allows to return to the CD cover

Lesson 1 - COLORS: Each of the buttons provides access to another window, if you click on the first lesson named COLORS they will be able to study everything related to colors.

Yellow window: Once students click this button the following window will detail the content.

ILLUSTRATION N° 7: Yellow window
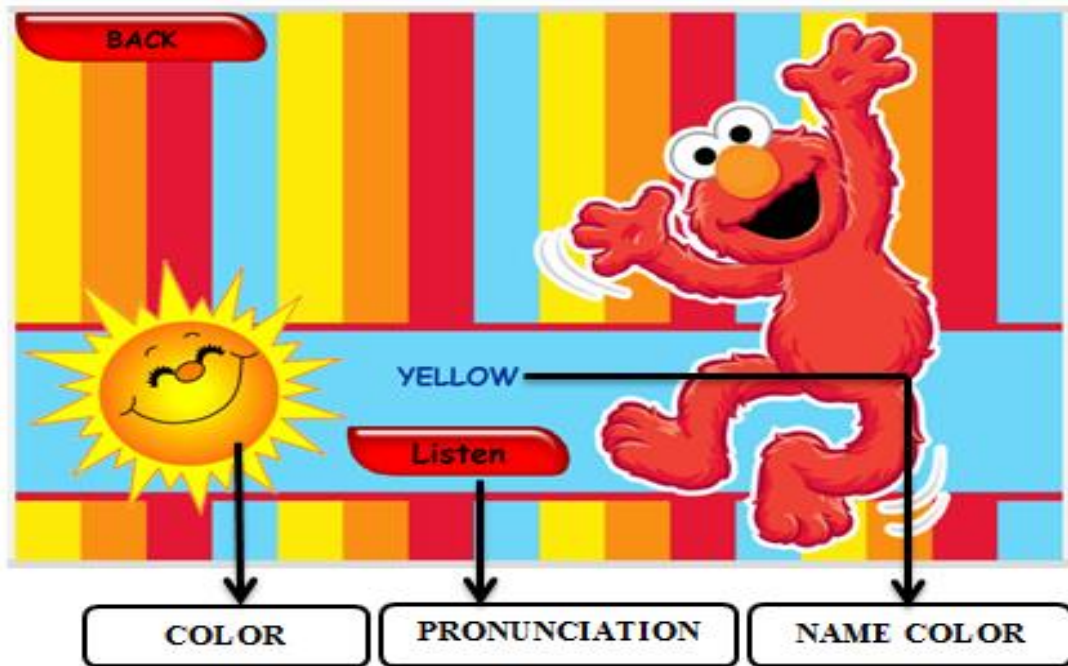
Source: Interactive CD.
Author: Erika Fabiola Tibán González

MAIN MENU: This button returns to the content menu.

MAIN
MENU

NEXT: Through this button students can go to the next window.

NEXT

Color Video: To catch student interest, this interactive CD offers several videos about colors, in this way students will pay more attention entertained way to learn vocabulary.

ILLUSTRATION N° 8: Colors window
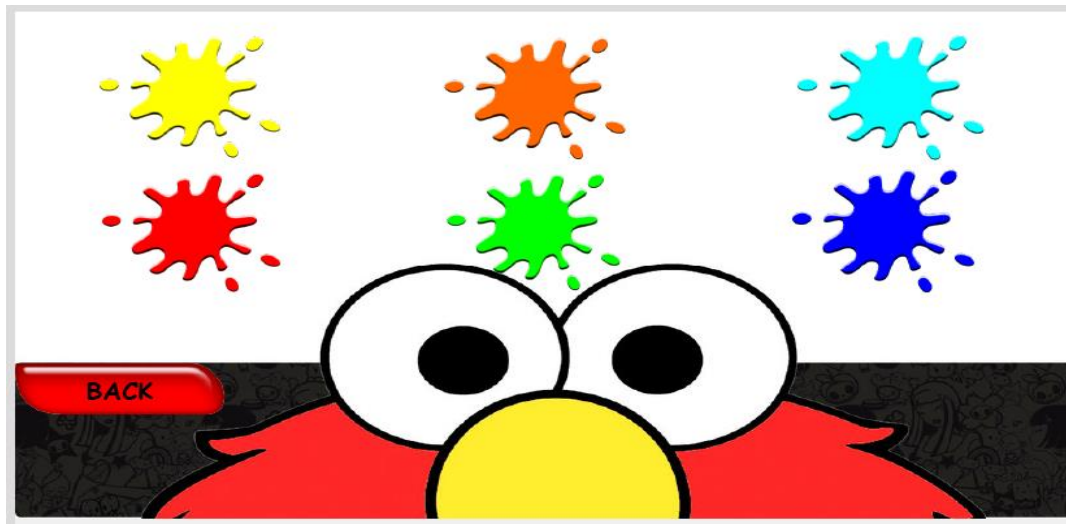
Source: Interactive CD.
Author: Erika Fabiola Tibán González

Assessment: Student can be evaluate in this activity interactive.

ILLUSTRATION N° 9: Assessment

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Lesson 2 - ANIMALS: In this lesson students can find information related to animals, they are logically consistent with the age of the children for example dog, cat , cow etc.

ANIMALS WINDOW: The animals windows will appear clicking the button in the cover page students will find sound with their corresponding pronunciation.

ILLUSTRATION N° 10: Animals Window

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Dog Window: The animal is shared with their proper spelling and pronunciation through sound.

ILLUSTRATION N° 11: Window DOG
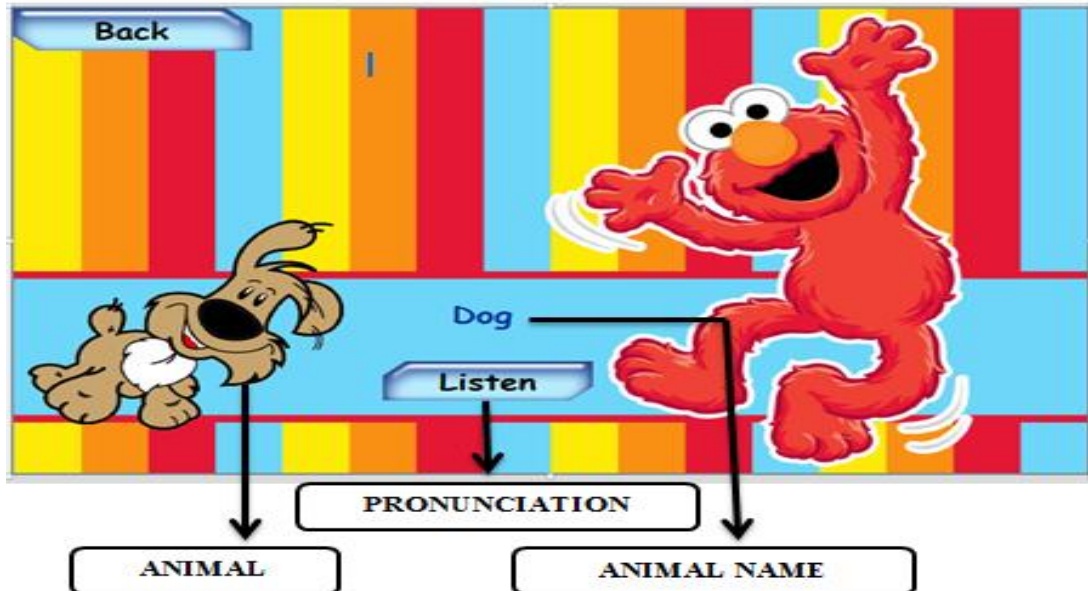
Source: Interactive CD.
Author: Erika Fabiola Tibán González

Animal Video: Video is used to teach students the proper pronunciation of each animal.

ILLUSTRATION N° 12: Animal Video

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Result: Like the previous lesson, this will also be evaluated to know if students were able to acquire the knowledge imparted.

ILLUSTRATION N° 13: Result

Source: Interactive CD.
Author: Erika Fabiola Tibán González

ILLUSTRATION N° 14: Result

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Lesson 3 - MY FAMILY: In this lesson student will find all information related to the family students will identify their relatives such as mother, father, brother, sister, uncle , aunt, grandfather and grandmother .

MY FAMILY WINDOW: When studets click this button they will access the following window it will have images and pronunciation catching interest in the language.

ILLUSTRATION N° 15: My Family window

Source: Interactive CD.
Author: Erika Fabiola Tibán González

GRANDFATHER WINDOW: The information about a grandfather appears with the proper spelling and pronunciation through sounds.

ILLUSTRATION N° 16: Window Grandfather

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Video of families: Through this video students can visualize and listen to the different pronunciations of the family members.

ILLUSTRATION N° 17: Activity video

Source: Interactive CD.
Author: Erika Fabiola Tibán González

Assessment: In the same way students can be evaluated in this lesson.

ILLUSTRATION N° 18: Window Mother

Lesson 4 - NUMBERS: This lesson is about on the numbers, its proper spelling and pronunciation, where through images, sounds and videos , students will learn in a more entertaining and dynamic way.
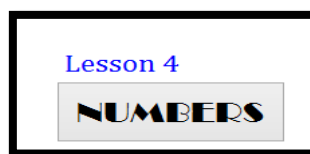
NUMBERS WINDOW: Once student click the button of numbers the next window, will appear they can study each of the numbers through images, videos and sounds and listen to their proper pronunciation.

ILLUSTRATION N° 19: Numbers Window

Source: Interactive CD.
Author: Erika Fabiola Tibán González

ONE WINDOW: Here students can study the number ONE with its proper pronunciation through images and sounds.

ILLUSTRATION N° 20: One Window

Source: Interactive CD.
Author: Erika Fabiola Tibán González

THE NUMBERS VIDEO: The teacher can also use the video to explaining the proper pronunciation of numbers therefore students can understand them easily.

ILLUSTRATION N° 21: The Numbers
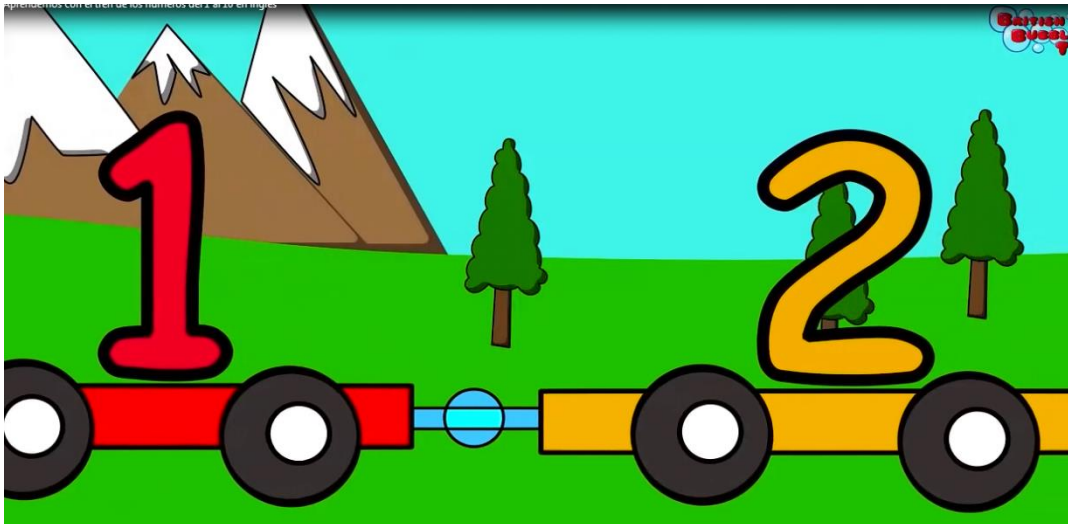
Source: Interactive CD.
Author: Erika Fabiola Tibán González

Activity: Also the teacher can evaluate students through small exercises related to the numbers and grades will be available for their response.

ILLUSTRATION N° 22: activity

Source: Interactive CD.
Author: Erika Fabiola Tibán González

The following aspects were evaluated.

CHART N° 19: Pre Test Result

	STUDENT	SPEAKING	READING	WRITING	LISTENING	TOTAL
1	Adrián Muñoz	7.80	5.00	5.00	7.00	6.2
2	Aaron Baque	6.40	5.00	5.00	7.00	5.85
3	Julio Barrionuevo	6.60	6.00	5.00	7.00	6.15
4	Karen Palacios	7.20	6.10	5.00	7.00	6.325
5	Diana Rodríguez	5.30	5.00	5.00	6.00	5.325
6	Miley Veloz	6.00	6.00	5.00	6.50	5.875
7	Juan José Guerrero	7.10	7.00	5.00	6.45	6.3875
8	Lea Cerda	7.40	7.20	5.00	6.50	6.525
9	Masha Korvanov	6.70	6.00	5.00	6.40	6.025
10	Tadas Koreiva	5.80	5.00	5.00	6.00	5.45

Source: Escuela de Educación Básica Altamar
Author: Erika Fabiola Tibán González

GRAPH N° 9: Skills Assessment before the use of interactive CD
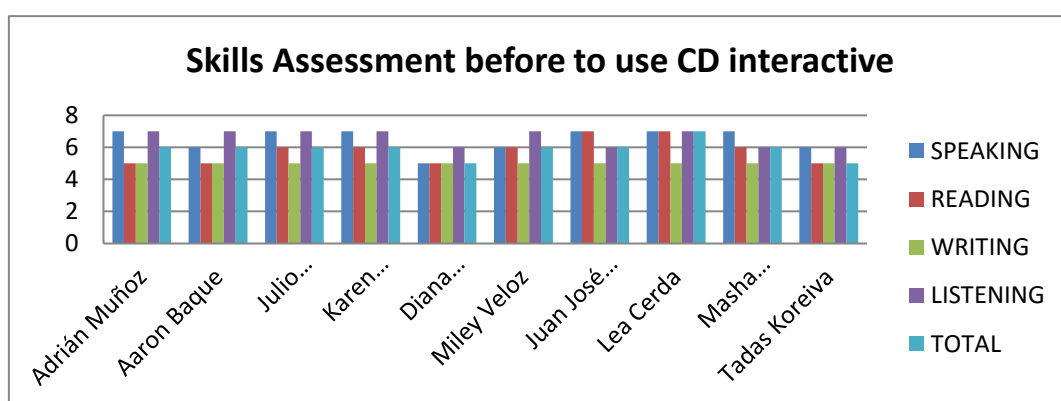
Source: Escuela de Educación Básica Altamar
Author: Erika Fabiola Tibán González

Final evaluation using the interactive to improve vocabulary in students of second grader was also taken. Here are the results

CHART N° 20: Post Test Result.

	STUDENTS	SPEAKING	READING	WRITING	LISTENING	TOTAL
1	Adrián Muñoz	9	9.45	9	9	9.1125
2	Aaron Baque	7.5	8.5	8.9	7.25	8.0375
3	Julio Barrionuevo	8	8.1	8.5	9	8.4
4	Karen Palacios	9.4	9.45	9.15	9	9.25
5	Diana Rodríguez	7	7	7	7	7
6	Miley Veloz	8.5	8.55	8.65	8.1	8.45
7	Juan José Guerrero	9	9.3	8.9	8.9	9.025
8	Lea Cerda	10	10	9.45	10	9.8625
9	Masha Korvanov	8.9	8.5	8	8	8.35
10	Tadas koreiva	8	8.1	8.5	8.9	8.375

Source: Escuela de Educación Básica Altamar

Author: Erika Fabiola Tibán González

GRAPH N° 10: Skills Assessment after to use CD interactive
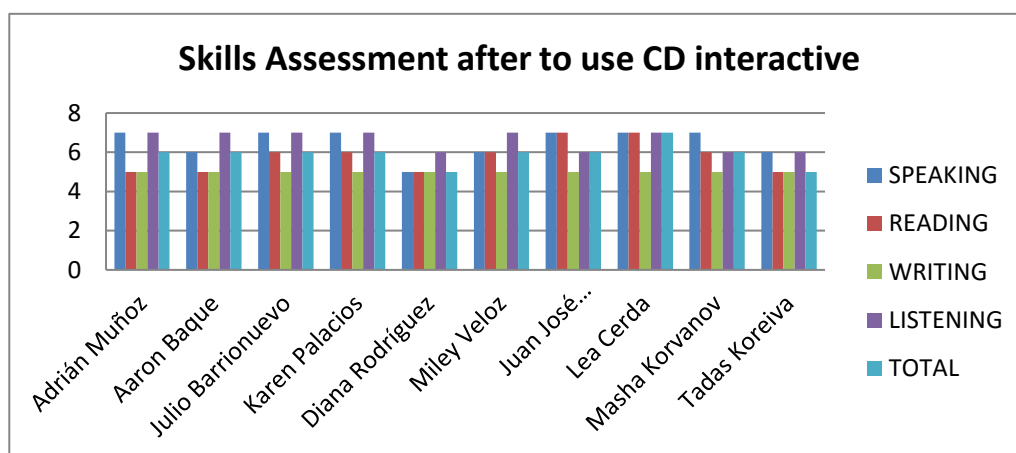
Source: Escuela de Educación Básica Altamar

Author: Erika Fabiola Tibán González

ILLUSTRATION N° 23: Traditional Method
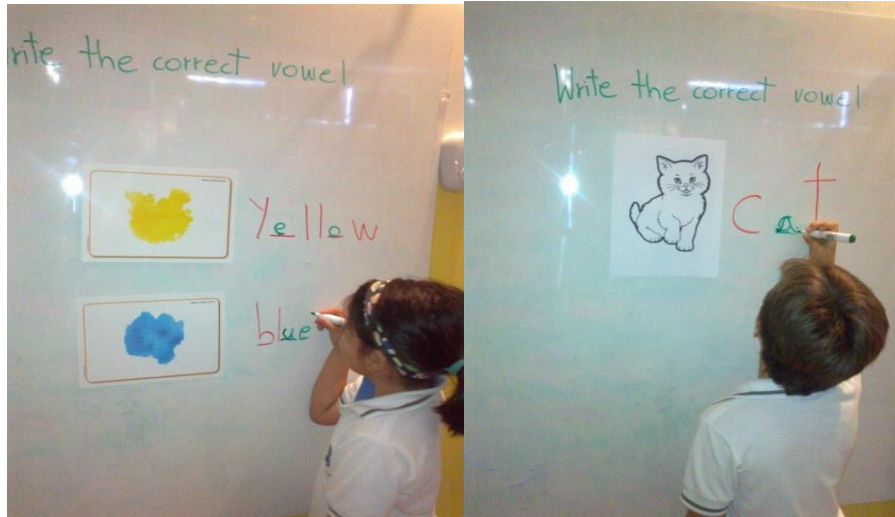
Source: Escuela de Educación Básica Altamar

Author: Erika Fabiola Tibán González

The students showed notable progress in each using interactive cd.

This result could be verified by a detailed final evaluation below:

CHART N° 21 : Final result

		Animals	Colors	Family	Numbers	Total
1	Adrián Muñoz	9	10	9	10	9,5
2	Aarón Baque	8	10	8,5	9	8,875
3	Julio Barrionuevo	9,2	6	8	8	7,8
4	Karen Palacios	8	8	10	10	9
5	Diana Rodríguez	9	7,5	8	8	8,125
6	Miley Veloz	8	10	8	8,5	8,625
7	Juan José Guerrero	9	8	8	9	8,5
8	Lea Cerda	9,3	10	10	10	9,5
9	Masha Korvanov	8	10	8,4	10	9,1
10	Tadas Koreiva	9	8	9	10	9

Source: Escuela de Educación Básica Altamar
Author: Erika Fabiola Tibán Gonzále

GRAPH N° 11: Results of the final activity
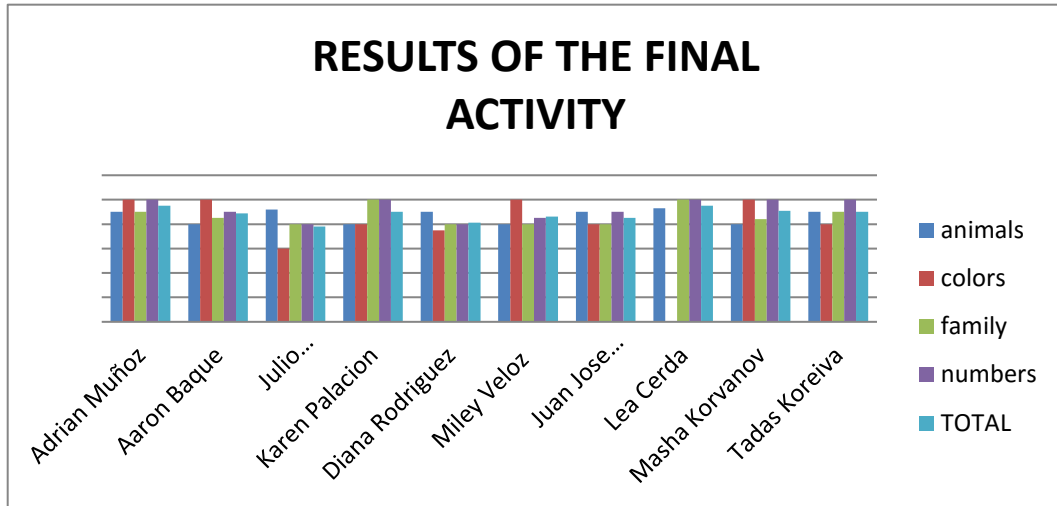
RESULTS OF THE FINAL
ACTIVITY

(Legend: animals, colors, family, numbers, TOTAL)

(Categories: Adrian Muñoz, Aaron Baque, Julio..., Karen Palacion, Diana Rodriguez, Miley Veloz, Juan Jose..., Lea Cerda, Masha Korvanov, Tadas Koreiva)

Source: Escuela de Educación Básica Altamar

Author: Erika Fabiola Tibán González

ILLUSTRATION N° 24: Results of the final activity

Source: Escuela de Educación Básica Altamar

Author: Erika Fabiola Tibán González

ILLUSTRATION N° 25: Interactive Cd Results

Source: Escuela de Educación Básica Altamar
Author: Erika Fabiola Tibán González

4.7.2 Vocabulary Rubric.
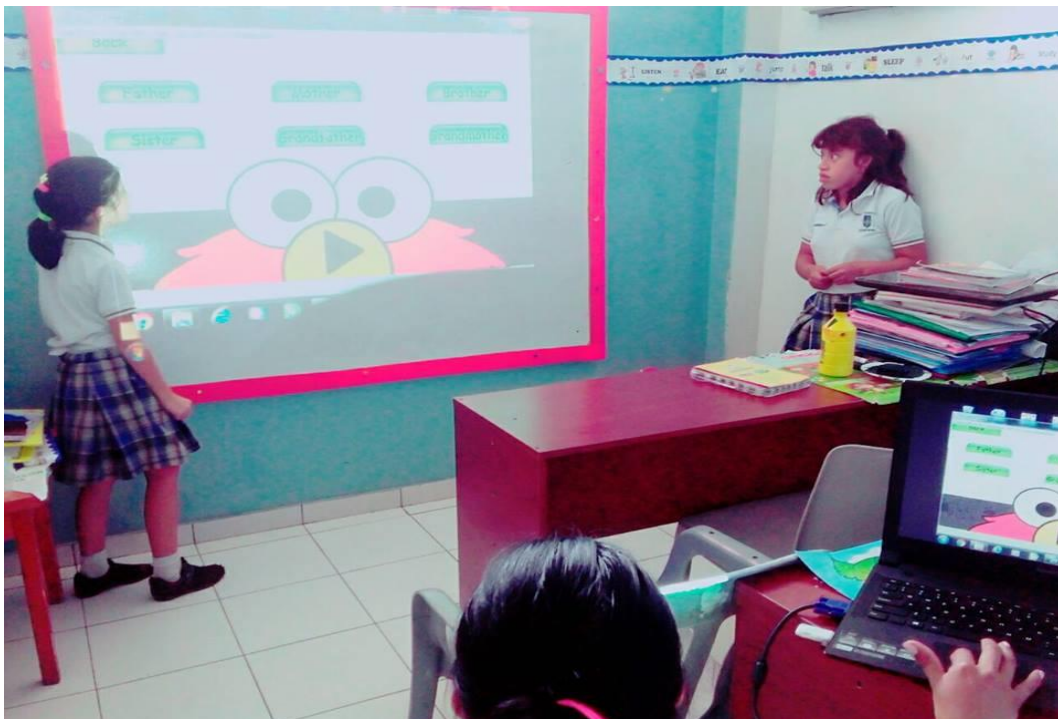
CHART N° 22: Rubric for Vocabulary

Indicator	3	2	1
Words Identified	**Identified more than 8 words.**	**Identified 4 or 5 words.**	**Identified less than 4 words.**
Vocabulary definition	Student appears to have full understanding of the vocabulary word. The student has provided an example and a definition of the vocabulary word. The example and definition correctly explains the meaning of the word.	Student appears to have Partial understanding Of the vocabulary word. The student has provided an example or a definition of the vocabulary word. The example and/or definition may be incomplete.	Student appears to have no understanding of the vocabulary word. The student may have left the pre-assessment and form blank or stated "don't know." Or, the student may have provided an incorrect definition or example.
Language Conventions	-Few or no errors in capitalization -Few or no errors in punctuation -Few or no errors in spelling -Few or no run-on sentences or sentence fragments	-Some capitalization is correct. -Some punctuation is correct. -Some grade-level spelling correct -Writing may have run-on sentences or sentence fragments	-Many errors in capitalization -Punctuation missing or incorrect -Many errors in grade-level spelling
Definitions	Definitions were detailed and accurately matched the meaning.	Definitions accurately matched the meaning and context clues in sentence.	Most definitions accurately matched the meaning and context clues in sentence.
Style (Voice, Word Choice, Fluency)	Uses complete thoughts Includes basic vocabulary and descriptive words appropriately Demonstrates awareness of audience	-Uses complete thoughts some of the time -Uses basic vocabulary (May attempt descriptive words) -Little or no awareness of audience	Attempts use of complete thoughts Uses basic vocabulary Demonstrates no awareness of audience.

Elaborado por: Erika Fabiola Tibán González

4.7.3 General characteristics

- ✓ English Interactive CD
- ✓ Educational software for second grade at the School of Basic Education " Altamar "
- ✓ Interactive and dynamic
- ✓ it contains text, images , videos etc.
- ✓ was developed with the " Autoplay media studio " program.

4.8 STRATEGIES OF IMPROVEMENT

CHART N° 23: Strategies of Improvement

Before The Proposal	After The Proposal
The English area did not have an interactive CD vocabulary. • Learning and with traditional methods. • The class was not dynamic and student performance did not increase. • Little training for teachers to upgrade their teaching skills.	• English Teachers now have an interactive CD for their classes. • Learning through technological resources. • Students show enthusiasm for learning English through interactive Cd . • Now the teacher has the ability to self - educate through interactive Cd .

Source: Escuela de Educación Básica Altamar
Author: Erika Fabiola Tibán González

CONCLUSIONS

- The use and applications of information and communication technologies in the classroom supports the student's motivation and strengthens the development of language skills such as listening, speaking, reading and writing, in the process of teaching-learning English.

- It reduces the time that is available to impart a great amount of knowledge facilitating a differentiated work, introducing the student in the work with the computerized means.

- Allows the student to access exercises with the subject studied, the same that can be developed at home by the students, thus strengthening self-learning and self-evaluation.

- The different examples obtained reinforce the teaching - learning in a motivating way in the English class.

RECOMMENDATION

- You should use the cd in grade and in school to make learning more attractive.

- Adapt the software to the characteristics and needs of its group taking into account the diagnosis in the teaching-learning process, which allows to raise its quality in a shorter time.

- To use the software at all times of teaching - learning since it is intended to awaken through the game the sufficient level of motivation and predisposition for the assimilation of the instructive content.

- It is recommended that technological resources be updated not only according to the needs of the student or the class itself, but also according to the technological progress to exploit the power they have during the development of a class.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

CHART N° 24: Resourse Intitutional

DESCRIPTION
↓ Escuela de Educación Básica "Altamar"

5.1.2 Humans

CHART N° 25: Resourse Humans

DESCRIPTION
↓ Students parents ↓ Tuthor ↓ Teachers ↓ Programer ↓ Principal

5.1.3 Materials

CHART N° 26: Materials

N°	DESCRIPTION	TOTAL
1	Computer	$ 500,00
	Internet	$ 100,00
	Copies	$ 120,00
1	Flash drive	$ 10,00
4	Pens	$ 1,00
4	CD	$ 2,00
1	Printer	$ 250,00
1	Digital camera	$ 250,00
	Transportation	$ 56,00
	Total	**$ 1289,00**

5.2 ACTIVITY SCHEDULE

2015 - 2016
CHART N° 27: Activity Schedule

ACTIVITIES	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MSRCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
Development of theme	X											
Presentation and approval of the Academic Council topic	X											
Submission and Review Commission proposal to Work Degree		X										
Review of the proposal by the Working Committee of Qualification			X	X								
Correction Proposal					X							
Proposal Submission correction						X	X					
Preparation of Report								X				
Presentation Academic Council									X			
Approval and appointment of a guardian by the Academic Council										X		
Tutorial evaluation											X	
Presentation of the work to complete degree Academic Council											X	
Defense work titling												X

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ATTACHMENTS

Attachment N° 1: Certificate of authorization to carry out the proposal in the institution

ESCUELA DE EDUCACIÓN BÁSICA

"ALTAMAR – SALINAS"

Salinas, 27 de Agosto del 2015

Srta. Erika Fabiola Tiban Gonzalez.
EGRESADA DE LA CARRERA LICENCIATURA EN INGLÉS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA .
PRESENTE

De mis consideraciones:

Yo Lcda. Gladys Vásquez, directora de la Escuela de Educación Básica "ALTAMAR – SALINAS" me dirijo a usted expresándole lo siguiente:

Por medio de la presente le autorizo a usted sírvase a continuar con el proceso que tiene bien a seguir, con su realización de su proyecto de investigación " INTERATIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENT OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR- SALINAS IN PERIOD YEAR 2015-2016.

Por una comunidad educativa, por una educación de calidad, calidez y el avance al camino a la excelencia.

Atentamente

Lcda. Gladys Vásquez
DIRECTORA

Attachment N° 2: Certificate of completion of the proposal in the institution

ESCUELA DE EDUCACIÓN BÁSICA

"ALTAMAR – SALINAS"

Salinas, 02 de diciembre de 2015

EL SUSCRITO DIRECTOR DE LA ESCUELA DE EDUCACION BASICA
"ALTAMAR - SALINAS" A PETICION VERBAL DE LA INTERESADA:

CERTIFICA

Que la Srta. **ERIKA FABIOLA TIBAN GONZALEZ**, portadora de la cedula de
identidad 092783553-8, egresada de la Universidad Estatal Península de Santa Elena,
Facultad de Ciencias de la Educación e Idiomas, Carrera licenciatura en Ingles, ha
diseñado e implementado desde el 31 de Agosto del 2015 hasta la presente fecha en esta
institución educativa un CD INTERACTIVO para mejorar el vocabulario del idioma
Inglés de los estudiantes del segundo grado, la misma que pretende fortalecer los procesos
de formación pedagógica de los estudiantes, encontrándose en vigencia y plena ejecución
para el docente.

Es todo lo que puedo manifestar en honor a la verdad, dando a la peticionaria dar uso que
crea conveniente.

Atentamente

Lcda. Gladys Vásquez
DIRECTOR(A)

Attachment N° 3: Certificate URKUND

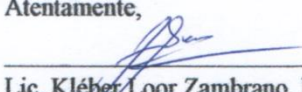**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

UPSE

La Libertad, 2 de diciembre de 2015.

**CERTIFICADO ANTIPLAGIO
001-TUTOR KWLZ-2015**

En calidad de tutor del trabajo de titulación denominado "INTERACTIVE CD TO IMPROVE ENGLISH VOCABULARY IN STUDENTS OF SECOND GRADE AT ESCUELA DE EDUCACIÓN BÁSICA ALTAMAR, SALINAS IN PERIOD YEAR 2015-2016". elaborado por la estudiante **ERIKA FABIOLA TIBAN GONZALEZ**, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema 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,

Lic. Kléber Loor Zambrano, MSc.
C.I.:0917405235
DOCENTE TUTOR

Attachment N° 4: Photo of the wing interview director of the institution

Attachment N° 5: Photo of the interview teachers

Attachment N° 6: Photo of the survey to parents

Attachment N° 7: Photo observing from students

Attachment N° 8: Photos implementing the proposal: Interactive CD

Attachment N 9: Teaching to use the interactive CD.

Attachment N 10: Teaching to use the interactive CD.

Attachment N 11: Teaching to use the interactive CD.

Attachment N 12: Teaching to use the interactive CD.

Attachment N 13: Teaching to use the interactive CD.

Attachment N° 14: Students List of Second Grade

Nª	NOMINA
1	Adrián Muñoz
2	Aarón Baque
3	Julio Barrionuevo
4	Karen Palacios
5	Diana Rodríguez
6	Miley Veloz
7	Juan José Guerrero
8	Lea Cerda
9	Masha Korvanov
10	Tadas Koreiva