



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCE EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: ARIANNA KARINA SORIANO DE LA CRUZ

ADVISOR: LIC. JEANNETTE CEVALLOS ALCÍVAR MSC.

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2018-2019



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

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STATEMENT OF AUTHORSHIP

I, Arianna Karina Soriano De La Cruz with ID number 240011564-4 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 an author of the research paper "**FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019**". Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



Arianna Karina Soriano De La Cruz

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ADVISOR'S APPROVAL

In my role as an Advisor of the research paper under the title **“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”**, prepared by Arianna Karina Soriano De La Cruz undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,



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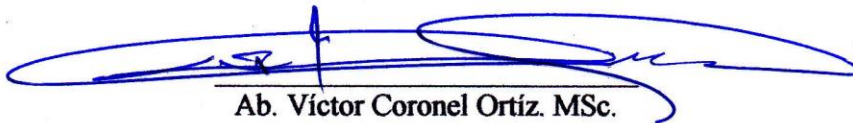
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DEDICATION

I dedicate this work to God who guides me all the time and gives me health to make my dream real.

To my mother Aracely De La Cruz because she is the person who motivated me to study the English career at UPSE university.

To my father Julio Soriano, who is my favorite person and my protector.

To my husband Stalyn Figueroa who has been with me in the development of this research paper.

To my dear professor who have invested time to help me in the acquisition of my degree.

Finally, I dedicated this work to my brother Julio Soriano because he trusts on me.

“Whether you think you can achieve your goals, go ahead! Don’t stop!”

Arianna Soriano

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I sincerely thank MSc. Jeanette Cevallos for her guidance and encouragement in carrying out this project work.

Arianna Soriano

DECLARATION

“THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO THE PENINSULA OF SANTA ELENA STATE UNIVERSITY.”

DECLARATORIA

“EL CONTENIDO DEL SIGUIENTE TRABAJO DE TITULACIÓN ES DE MI RESPONSABILIDAD, EL PATRIMONIO INTELECTUAL DEL MISMO PERTENECE A UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA”



Arianna Soriano
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AUTHOR: ARIANNA KARINA SORIANO DE LA CRUZ

ADVISOR: MSc. JEANNETTE CEVALLOS ALCÍVAR

ABSTRACT

This paper investigated how young English language learners reacted to the implementation of technological resources in order to improve their English vocabulary in the classroom. The information and communication technologies (ICTS) were the primary resources are programs to contribute in different ways to the education, especially in the process of teaching – learning of a foreign language like English. It is suggested due the impact of technologies in education, for this reason should be implemented a program that contribute with the development of the different skills in the students; also, to improve the English vocabulary for a better understanding. In this study, technology options motivated to the students to be engaged. However, is important to know that technology cannot be seem as a unique method to teach and learn a foreign language. Also, the teachers are guides of the students to keep the interaction between them in the learning process. The participant of this qualitative research, young English learners have been observed through different sections in a constructivist environment, while data was gotten from observations, interviews, surveys and focus group. Vocabulary is essential in the teaching- learning process of English language due to without enough knowledge of people cannot understand what are talking or writing. For this reason, vocabulary is a part of English which could be developed through using technology in class to improve it. The present research shows the improvement of the vocabulary of the eighth basic grade students from the “Unidad Educativa Almirante Alfredo Poveda Burbano” with the help of an educative software with activities created especially for this study.

Key Words: Vocabulary, Software, Activities, Students.

INTRODUCTION

Many people believe mistakenly that learning of vocabulary comprises only in acquisition of words, but it does not. It also includes lexical chunks, sentences of two or more words such as “good morning, good taste” which however more than one word just comprises one lexical unit. Therefore, the vocabulary can be defined as the words of a language including individual elements or phrases.

Wilkins (1972) stated that “while without grammar just one little thing can be expressed, but without vocabulary nothing can be transmitted”. This expression is right because in different languages even without grammar, with some words and expressions people can communicate between them. Likewise, while the students are developing a great fluency and expression in English, it is important to acquire productive vocabulary to develop their skills.

Schmitt (2010) stated that “students carry dictionaries and not grammar books to communicate or have interaction in English classes.” Because the learning of vocabulary in English helps the students to communicate what they think, interpret and understand when they are reading or listening. While they could not say that learning vocabulary will help them to communicate in an appropriate way, it is vital to master and reach fluency. In this way there are many programs designed to be used in different ways to help to the development of the different skills in the teaching learning process in English. Furthermore, some of these programs are used to improve the acquisition of vocabulary of a foreign language, looking for a better comprehension about lexical units.

For this reason, this qualitative study attempts to explore how the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano reacted to the implementation of a program as an intervention to improve their vocabulary in English. Additionally, through different activities and exercises, this intervention looks up to motivate to eighth grade students to enjoy learning English vocabulary in the classroom. The overall explanation about what this research paper contains is the following:

Chapter I: In this chapter is located the problem that is “the deficiency of English Vocabulary in students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano, Salinas Province of Santa Elena. School Year 2018-2019.

Chapter II: This chapter includes the theoretical basis in which there are bibliographies, opinions of the other authors which contributed for this research work.

Chapter III: It contains the useful methodology, the instruments and the techniques of data collection used during the research process, and the instruments which were applied such as interviews, surveys and focus group which contributed to obtain relevant data for this research work.

Chapter IV: It includes the beneficiaries who are the students of eighth basic grade who improve their English vocabulary with the application of the educational software focused in fun based learning.

CHAPTER I

THE PROBLEM

FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019

1.1 Problem Statement

English is one of the most essential spoken language in the world, for this reason, it is considered as a second language in Latin America, due to English benefits people to communicate in different societies or cultures. Earlier people start trusting that learning English was a privilege but these days it is considered a need. That is why people need to learn this language in order to interact, interchange information and have a communication in this globalized world.

At the present time, people are learning English as a Foreign Language (EFL) but they are conscious that it implies some requirements specially a huge grade of motivation to learn, that aid students to increase their English level and promote the four language skills (reading, writing, listening and speaking) in order to make learners can apply the English language in different setting of the world. Thus, all of these factors should be taking into account for boosting the students' potential, of course not to leave distant of this fact to the teachers who are the main agent within the teaching learning process. It means that the English language teaching is

being influenced by several features. And teachers are one of the most relevant factors in the language teaching process, since they can promote teaching- learning methods available in order to motivate to the students to learn through the use of different techniques and implementation of several pedagogical resources and even complement them with technology.

On the other hand, recently science and technology are growing, and all the institutions have increased the application of the ICT'S (Information and Communication Technologies) as a good tool to develop the English language teaching, making the students have a powerful motivation and exciting new ways to learn something. During the last ten years there has been a great change in the technology, it influenced the students and teachers' lives, improving the way people communicates or seek information.

Moreover, these changes in technology have involved to this globalized world and made a huge change in the teaching learning process. In the past, technology only was an opportunity for certain people but now technology is a need for everybody since nowadays in the education context teachers can give an excellent use to the virtual world. For instance, teachers in general utilizes different apps from the internet which are necessary to prepare classes or activities to work in the classroom, those applications will help them to develop the skills in students.

Therefore, the application of games app includes board, cards, flashcards, and video games as a resource for teachers. Also, educators and governments need a progress in education in the learning process, so they seek a benefit in games as a tool to

teach in the classroom promoting students catch the information through enjoyment and developing the motivation, creativity and social interaction between teachers and learners where the learning takes place. On the other hand, once an educative institution decides to apply games for education, so the teachers can use these resources like a pedagogical tool to improve different skills and expand the vocabulary in the students in order to change the traditional learning process.

Furthermore, Nguyen & Khuat (2018) showed in a Vietnamese study that the students feel bored in vocabulary lessons because they have not changed the way to learn new words in vocabulary, teachers only ask them write words on paper, trying that they memorize them, promoting in this way that they learn passively through the professors' explanations. Also, a new group of teachers wanted to change this problem in that population and help the students enjoy language classes, specifically vocabulary lesson to achieve the objectives, by the use of games teaching by oral or via online.

The research showed the learning process was successful through the use of games according to the unit and level in which students are. For this reason, a fun method to learn a new topic is through interactive games because they satisfy the requirements of learning environment because they are explicitly designed with educational objectives.

There are different types of games that can be useful in educational environment. For instance, Games help people to learn or understand certain subjects and expanding concepts, reinforcing the learner's abilities. Otherwise, vocabulary plays

a large role in the language acquisition because it is the key to the people can understand what they hear and read in school or in another context; and communicating successfully with others. Therefore, it is important for them to acquire and build up quickly a huge content of words. Fortunately, at the present time, technology helps teachers to include a new and fun way to learn words in an easy process.

1.2 Context of the Problem

Ecuador does not have native speakers as English teachers to cover the public and private institutions. Most of them are being prepared to obtain the first certificate in English language based on common European framework which is relevant in English teaching in the country. Besides, in the learning a foreign language, vocabulary plays an important role. Since it is a link which connect the four skills in English in order to communicate as well in a foreign language, learners should acquire a suitable number of words they know when and in what situation they can use them correctly. Furthermore, Santa Elena province has many institutions that are making a progress in the English teaching- learning process involving the technology to improve the shortcomings in the acquisition of a new content.

So, they are applying a new way to teach, using laboratories where the students have access to the internet and they can practice online exercises on web pages. Depending on these premises, it is considered at Unidad Educativa “Almirante Alfredo Poveda Burbano” the use of technology can contribute to the development of the learning process in the classroom.

There are different problems that students face when they want to learn something new in English or when they try to develop their linguistic abilities, because students learn vocabulary passively due to different factors. First, they consider the teachers' explanation for meaning or for spelling and pronunciation is boring. At Unidad Educativa "Almirante Alfredo Poveda Burbano" there are students who express the teachers only use the repetition method and they did not apply new resources to achieve the objective of the class.

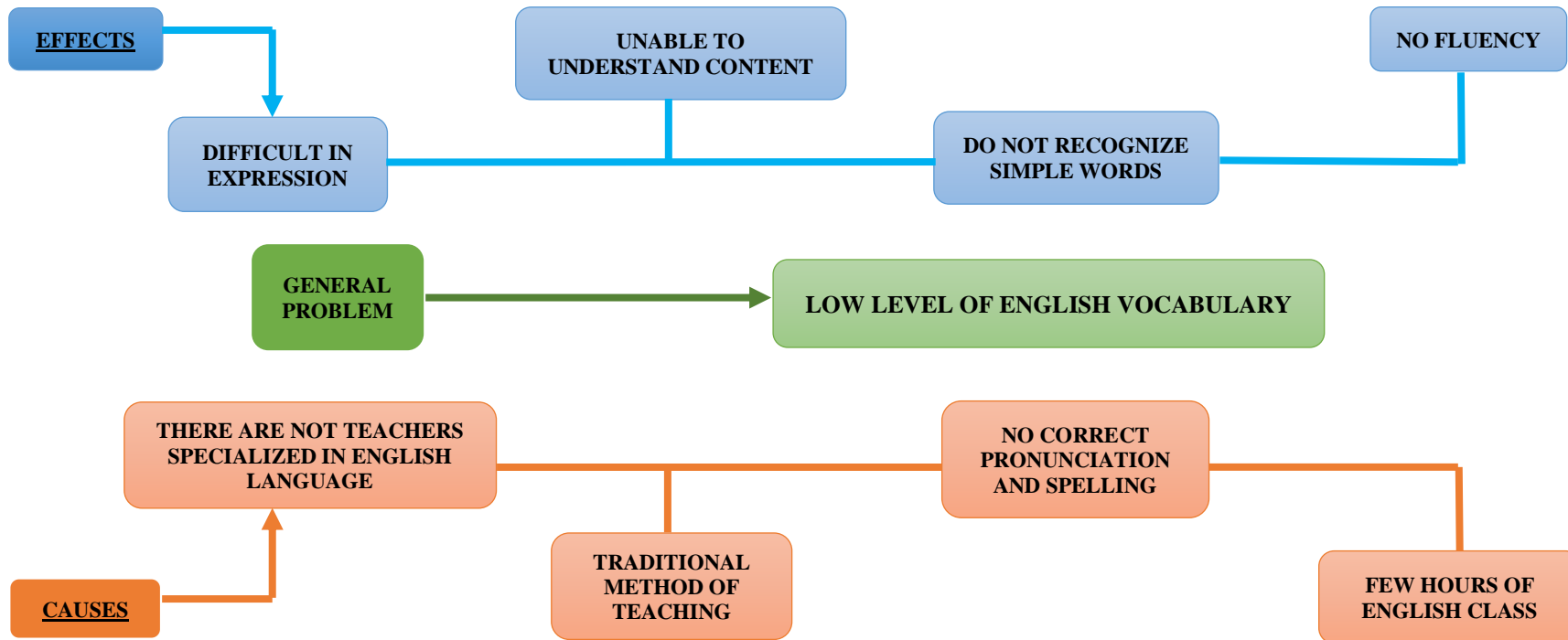
As a result, students have difficulties in the vocabulary because they cannot understand simple words either in writing or listening. They have an emptiness due to the institution did not have professionals in the English area. All the students learn through the oral and written repetition but if they find any studied word in English they cannot remember clearly what it means. As a consequence, they do not learn the English language because they do not have motivation to keep the new word in their long term.

Therefore, the implementation of games, focus on an educative software that contribute to improve the vocabulary acquisition in the students of Eighth Basic Grade at Unidad Educativa "Almirante Alfredo Poveda Burbano", located in Salinas which is in process of a better English teaching and where its vision is the use of the technology tools to improve the Teaching – Learning Process. In addition, the students can access to the technology due to the institution has a laboratory with the respective equipment that will make the development of this project easier.

This project takes advantages of the vision and the technological resources the institution has. The research tries to improve the vocabulary by creating digital resources like activities in the form of games through of a virtual program that promotes the interest of the students to learn new words and they can use them in any context, according to the needs and the level of the learners in this school.

1.2.1 Problem Tree.

Illustration 1 Problem Tree



Author: Arianna Karina Soriano de la Cruz
Source: Unidad Educativa “Almirante Alfredo Poveda Burbano”

1.3 Research Questions

The research questions that conducted this project involved:

- a) How viable is the use of the technological tool for English teachers?
- b) How can demonstrate the participants' reaction to this new approach?
- c) How can contribute the use of this tool for students' knowledge?
- d) What is the impact of fun based learning through an educative software in English teaching?

1.4 Rationale

Traditionally, vocabulary has not been a particular subject for learners to get a new knowledge, but has been taught into the lesson of speaking, writing, listening and reading. During the lesson students try to use their own vocabulary, in order to understand what they read or listen, and the teachers help them to include the new words provided by the material of work or by themselves, applying the new vocabulary in the classroom activities.

Also, many learners think that learning of a new vocabulary in English is just to look for the meaning in the English dictionary. But they do not complete the process of learning because they find the definition of a specific word, but they do not apply it in the real context, they do not share the new knowledge learnt between classmates, only they are passive learners. Working on that way the students do not

keep in their mind the information, well just for a short period of time and then they forget it. In consequence, they think that it is product of their bad memorization.

Otherwise, there are several methods and techniques to teach vocabulary for instance: by repetition, showing flashcards, dynamics, and using games. A better technique that can be used is the application of games in the classroom, work for a long time with them can provide motivation and interest in the students at the moment to learn something. Forming the criteria of the students and developing the critical thinking, of course, the words the learners' study should convey a key concept and a high utility in the context where will be used them.

The use of games also addresses specific learners' needs. It would mean that for intermediate or advanced learners' traditional techniques such as repetition or showing flash card may have results, but they are not being the best. Nicolson & Williams (1975) stated that the games are a form of teaching which can be used in circumstances where ordinary methods are not well tolerated, when is difficult to get the interest of attention from learners.

Teachers have recognized the students' feelings to play a role and encourage them to learn. Also, practicing a game can be linked to play any specific sport where there are rules to follow. On the other hand, the game should be adjusted to the students' abilities.

Furthermore, Nesselhauf & Tschichold (2002) noted that the help of an educative software for EFL(English Foreign Language) will be very useful and easy to the students and they can practice with the new knowledge. Florence (2006) also

reported a study of the usefulness of online games in vocabulary learning for a specific group of students. Therefore, the use of interactive games impacted actively the process of teaching –learning in the pupils, especially with teenagers or adolescents.

In another way, the Internet has many programs that allows the teachers work in a funny way and where people can practice according to the level in which they are. Also, today English teachers are using the internet as a tool to teach a new class and achieve the target for each topic, developing the information learned in class.

However, in this 21st century there are still teachers who feel afraid to use the technology, but the virtual era has invaded all the fields, in specific education. Most students are involving in this technological change in order to improve the teaching learning process and they feel the neediness to learn fresh words without a pressure. Students know how teachers explain and write the words learned in class but if they do not practice maybe they possibly forget these words. So, students learn the words and they can keep in their mind and when they listen or read the word can understand what they are listening or reading. In other words, it is the aim of this research. Furthermore, the virtual program will have activities according to the level in which each student has studied in public institutions because they never learned the basic words due to the lack of English teachers, while there are other students who know those words and they can recognize them without problems.

1.5 Research Objective

To analyze the significance of the application of a fun based learning, focused on an educative software for the improvement of the vocabulary in Students of Eighth Basic Grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena Province.

1.6 Idea to Defend

The implementation of a Fun based learning as a virtual pedagogical resource will improve the vocabulary in Students of Eighth Basic Grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena Province.

1.7 Variables of the Idea to Defend

1.7.1 Dependent Variable:

Vocabulary.

1.7.2 Independent Variable:

A fun based learning.

1.8 Scientific Tasks

- a. To establish the theoretical framework to create fun activities for the improvement of vocabulary.
- b. To identify the current methodological process focused on the vocabulary in Students of Eighth Basic Grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena Province.

- c. To implement a fun based learning to improve the vocabulary acquisition in Students of Eighth Basic Grade through an educative software with different kind of vocabulary activities at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena Province.

CHAPTER II

THEORETICAL BASIS

2.1 Previous Research

This proposal is based on some researches about the use of fun based learning to develop vocabulary to get an effective teaching-learning process where the students can have an entertainment environment of class.

One research made by Frederick (2010), which is called “using digital game based learning to support vocabulary” showed people that integrate instructional design and blending design practices to support and develop learning for vocabulary acquisition is a great idea that help the teachers to encourage the students with the English language. This researcher explained that teachers have a help like a guideline that allows to engage the students with the new learning when they acquire it.

A research made by Johanneum & Edinburgh (2002), which is called UniGame was directed to European people. This project was focused in game based learning as a tool to improve the foreign language in students to identify and analyze how the teaching- learning process changes with the implementation of online games in the classroom due to the professors still teach in a passive way without developing the competences of the learners.

By the way, the research called” Proyecto de aula para el English Support Centre” was applied at Colegio Colombo Hebreo in Bogota city by Hernandez Rico (2009)

was focused in the methodology game based learning to improve the acquisition of the foreign language. This project was directed to students between 8 and 10 years old. The project was applied because the researcher through the use of diagnostic test and interviews made to the teachers found the acquisition of the lingua franca was so low, and she concluded the implementation of the new methodology game based learning would help to the teachers and students in the schools where the government asks a high level of foreign language.

At the beginning some students present some problems to recognize words before studied, first they start looking all the words that was appearing in the projection and they tried to remember the meaning of them. Then the assigned teacher starts to ask about the meaning of those words and the result was the students' only sees between them, and they did not know what to answer. Time late the teacher made students repeat the words and show some images that show the meaning of the words, and the students react satisfactorily to the methodology. After that the teacher asked the students if they want to play a game, but the game was focused in the new vocabulary they acquired. So, the students were agreed, and the teacher explained the rules for the game.

The game was based in choosing the correct word that identify the animated image that would appear in the screen. So, the students who had more correct answers would have points for the final exam. And the result of this activity was good, the students were interested in the class and they feel motivated.

Consequently, those researches showed that game based learning were a methodological and didactic resource to promote the interaction and facilitate the building of English vocabulary. As a result of the development of this new technique students can get more information kept in their mind to use in the real social context.

2.2 Definition of Key Terms

2.2.1 The Common European Framework of Reference for Language.

2.2.1.1 A levels-English Basic User.

Illustration 2 A levels- English Basic User



Source: Arianna Karina Soriano De La Cruz

English Test A1 also known as the beginner, is the level where the learners can understand and use simple words or expressions, ask and answer questions about personal details, too. They can interact between them in a short, slowly and clear way due to A1 is the basic level.

English Test A2 called Elementary English is a level where the learners can understand sentences and expression that are used frequently, they can

communicate in a simple way, exchanging information. Also, they can describe past events of their lives.

2.2.1.2 B levels- English Independent User

Illustration 3 A levels- English Basic User



Source: Arianna Karina Soriano De La Cruz

English Independent user is the level B where is located the test B1 and B2. By the way the B1 known as Intermediate English level is for independent users, in other words, for those learners that have the fluency to communicate with the native speaker without problems. People in this level can understand and comprehend the main points of a text, they can communicate or have a conversation using some vocabularies that are familiar for them. Besides they can describe experiences, goals, past events, even wishes.

In the level B2 the learner can comprehend the main ideas of a complex reading, they can talk about a particular topic without problem, they have fluency when they express their opinions and not have inconvenient to talk with a native speaker, this means they make a regular context of communication with a good environment.

2.2.1.3 C levels- Proficient English User

Illustration 4 A levels- English Basic User



Source: Arianna Karina Soriano De La Cruz

Other of the levels inside the Common European Framework of Reference for Language is the Proficient English User which is the level C where is located the level C1 and C2.

This level is about proficient users who are able to perform complex task that are related with the job or study. On the other hand, the C1 level is for learners who can understand a great range of words in different contexts. While in the C2 level the user is able to understand or comprehend everything, those people have developed their four skills and they can interpret what they listen or read. They do not have problems with the grammar or spelling. For this reason, this level is the mastery.

2.2.2 Vocabulary.

National Reading Technical Assistance Center (2010) stated that Vocabulary is generically defined as the knowledge of word meaning. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension.

It means that vocabulary is a group of words that people know, or they have studied. In other words, a range of familiar terms which is developed with the age of the person and which is used without problem in the context. By the way people consider that is a challenge to learn a foreign language vocabulary. Also, vocabulary plays an important role inside the classroom, taking a place in the reading or comprehension of a text.

2.2.2.1 Importance of vocabulary

Fortés Ferreira (2007) shows that vocabulary is important because it helps the learners to understand or comprehend texts, articles or even people can interpret what they listen. Also, she argues the vocabulary is the heart of comprehension, because learners should have a huge knowledge of words to assimilate what they are reading or listening in different contexts. Without knowledge of key words or terms people cannot decode the message and probably misunderstand it.

In addition, vocabulary helps people with language production, in other words, while they learn and get in their mind a great group of terms, more precisely is the communication and expression of the message that they want to transmit to others.

By the way, Fortés Ferreira (2007) stated that the vocabulary is used to determine the proficiency a student has in an oral context. It refers to how much people can communicate to others in a successfully way. So, people has to overcome the lack in the vocabulary in order to have an excellent and effective communication. The students should have practice with the vocabulary inside and outside the classroom, in order to get a good environment of communication without pressure or fear. Also,

students should get a productive vocabulary because is so important to develop communication skills.

2.2.2.2 Kinds of vocabulary

Alqahtani (2015) shows that the vocabulary can be divided in two parts in receptive and productive vocabulary.

- ✓ Receptive vocabulary: This vocabulary refers to all the words that people can recognize or understand in the real context, but they cannot produce it in a communication. In other words, these are words that people can identify in a text or when they listen to them, but they do not use to stablish a conversation or when they speak or write something.
- ✓ Productive vocabulary: This vocabulary is all the words that the learner can understand and pronounce and include them in a real context, in other words, it is the vocabulary that they employ when they speak and write. Besides, learners can recognize words in listening or reading. So, they are improving their four skills in English language.

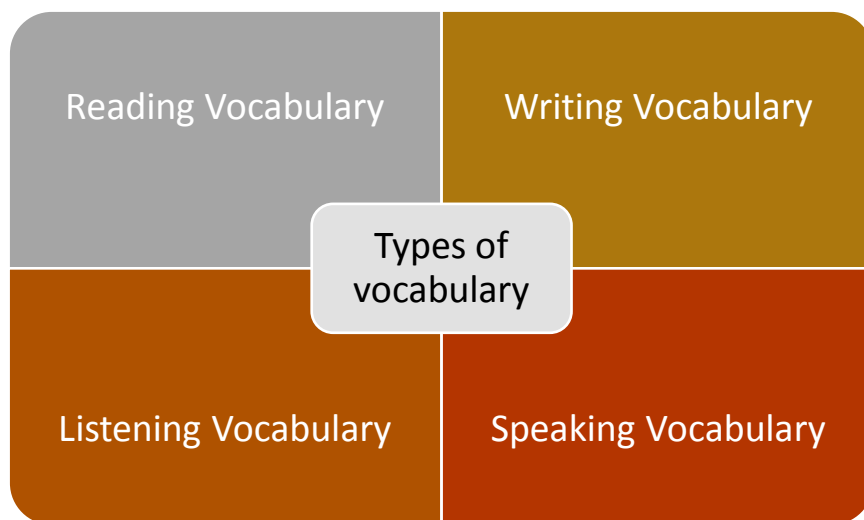
According to TutorVista.com (2018) there are two kinds of vocabulary which are the following:

- ✓ Active vocabulary: This vocabulary is also known as working vocabulary or functional vocabulary. It means they are all the words that people use in their life in all the contexts.

- ✓ Passive vocabulary: this vocabulary is all the words that people can find in newspapers, readings, or articles, etc., but these words are unfamiliar for them; so, they have to look for the meaning to understand what they are reading.

Also TutorVista.com (2018) classify the vocabulary types in the next way:

Illustration 5 A levels- English Basic User



Source: TutorVista.com

- ✓ Reading vocabulary: words that people can find in texts and they can identify and recognize.
- ✓ Writing vocabulary: All the words that are used for writing something. It can be from writing an essay to twitter feeds. Writers can write in the own way using synonyms or words that are useful for doing it.
- ✓ Listening vocabulary: It refers to all the words that people can identify or recognize when people are talking, and that people use to stablish a communication. It can be when they listen to a music or audio.

- ✓ Speaking vocabulary: It is about all the words that people include when they talk, in other words, all the words that people use to express their opinions or feelings.

2.2.2.3 Teaching vocabulary

Alqahtani (2015) stated that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

This researcher indicates that vocabulary teaching can be a topic a little complicated due to the teachers face a big problematic when they need to teach vocabulary or show new words, they do not know how to catch students' attention and make they keep in their mind the new knowledge. So, they have to find out the correct and appropriate technique to make the students feel engaged with the knowledge studied.

According to Teaching English (2010) there are different ways to teach a vocabulary such as:

- ✓ Illustration: This way is really useful for teachers and students because the vocabulary is easier to learn through pictures or images. But it is important to remember that no all the items from a vocabulary can be drawn.

- ✓ Mime: In this section learners can get the information through gestures, so for them, it is easier to memorize and understand what people are talking about.
- ✓ Synonym and antonym: In this part teachers teach some synonyms or antonyms of usual words that they know to get meaning across.
- ✓ Translation: It means to give the students the different concepts that each word has and how to use it in different context. It is important to know that not all the words have a direct translation. For example: some words that are in the common expression or colloquial language.
- ✓ Context: It is important to know what means each word and when is the best time to use it in the real context.

2.2.2.4 Alternatives to teach vocabulary

According to Teaching English (2010) these are the ways to teach vocabulary:

- ✓ Give the students a group of words to look for the meaning in the dictionary and after that they have to make a sentence where they prove the meaning of them.
- ✓ Teachers can prepare worksheet and ask the students to complete the task assigned for measure the knowledge learnt.
- ✓ Ask the students to write their own vocabulary from a reading the teachers have given them before. Also, they have to present in front of a class to make a collaborative learning.

According to Rodríguez González (2015) there are some strategies to present a new English vocabulary to the class, for instance he showed the following statements:

- ✓ Teacher can encourage students with a vocabulary game where they can measure their learning.
- ✓ Promote the autonomy in the learners for example encourage them to listen to music in English, watch videos or movies in English.
- ✓ Encourage the students to use an English dictionary in class to find out the meaning of the unknown words.
- ✓ Give extra examples about the vocabulary learnt to make clear the use of these words.

Shelby (2018) stated that I believe the vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. It means the vocabulary is difficult to learn but people can comprehend it. Just there are some problems to learn it for example this researcher shows the following problems:

- ✓ Multiple use and meaning: This part refers to the different meanings that a word has and the use that people can give it when they use the word in the building of a sentence. People get confused about that because they do not feel sure about the use of the terms in the real context.
- ✓ English can be formal or informal: As people know there are two kinds of English which are: Formal English that refers about the vocabulary that people use in a context of education, business, jobs, economy, commerce and science; while the Informal English is the vocabulary that people can

use as a dialect, without problem. There are all the words they use frequently, including common colloquial expressions.

- ✓ English level is bad: first of all, the pronunciation in the classroom is not the best, due to some institutions do not have specialized teachers in the area of English language. So, for this reason the teachers of other subjects give English classes, but they get mistakes in grammar, spelling even in pronunciation. In this case, the learners that listen the incorrect pronunciation or write in a wrong way face a big confuse because they are following a pattern.
- ✓ Too much focus on grammar: This part makes reference about teachers who many times, only focus the attention on grammar, leaving apart the speaking.

In other words, they only give the students the rules for making sentences, the structure. But it is important to know that people do not want to focus on it because there are many rules and they do not think about it to speak.

2.2.3 Games

The professors plan several extracurricular activities in order to develop an enjoyable and fun environment of teaching – learning of a foreign language, which is convenient and comfortable to build learning of vocabulary. This fun context only can be gotten by using of games in the classroom, considering that children and adolescents are able to play games.

2.2.3.1 Definition of Games

Hogle (1996) stated that:

Generally, to be considered a game an activity must include several basic characteristics. The activity is usually a contest of physical or mental skills and strengths, requiring the participants to follow a specific set of rules in order to attain a goal.

It means that games are activities the teachers do for achieving an objective into the classroom. Games include a chance of fantasy where people can enjoy an entertaining environment, they also promote a competition between people using a computer or by themselves. Games can be instructional or no instructional, they can be interactive or not, computer based or not; games are according people achievements.

Good games promote fun and motivation, challenging the people to be better in them each time they play. Puentedura (2018) guarantee that A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome. In other words, games are activities where people exercise their abilities or skills. Games can be physical, mental or technological where the participants follow some rules, making them compete for achieving the objective. Nowadays teachers are implementing games as a resource to get an effective educational environment. From these definitions the researcher can say the games are activities to promote a fun and comfortable context where the education takes a place.

2.2.3.2 Importance of games in Education

Vygotsky (2018) mentioned that:

The value of games in education cannot ignore the physical side of man. Man has been blessed with a beautiful body. Poets, painters and sculptors have gone into raptures over the human body and have tried to depict it in their arts in many ways. Games are a means of keeping the body healthy and fit.

In other words, games are useful in the education because they are an entertainment for learners, at the present time, professors are using games in their class because they are an excellent recreation for pupils. Games promote the interaction and motivation and make the class funnier in order to have a good space of work. Also, the students feel bored if they only work in their notebooks, books or task assigned for teachers; they need to explore new things, enjoying their learning time.

According to Teach Thought Wegrow Teachers (2017) there are some uses of games in education:

- ✓ Increase a memory capacity: Games help people to increase their memory because they have to remember the rules of the game in order to win. People need to solve the game for this reason they have to memorize sequences, some aspects or narrative elements.
- ✓ Computer and simulation fluency: Something that is so important is the technology because it dominates the world today. So, games help people to

engage with technology because it allows the players to use a computer. Also, there are some websites that contains online games where it is necessary to have a user name and a password.

- ✓ Help with the thinking and solving problems: Moreover games make people think quickly because they have to use the logic in order to solve the game and complete all the levels that it has.
- ✓ Develop hand – eye coordination: It refers exclusively for games that are related with computers because the players need to coordinate their moves to play the game without problem.
- ✓ Games provide motivation in the classroom: the students really enjoy playing games and that is a good way to get the attention and interest from them, because many times, it is impossible to engage the learning process with the students.

It is clear that games have a lot of advantages into the education context, they help the students and teachers in the educational process of teaching- learning. Games also help to develop the personalities in people. They influence in the atmosphere of learning of the students, promoting motivation.

2.2.3.3 Kinds of games

According to Sigurðardóttir (2010) games are used in teaching and can be divided into categories in many different ways. In other words, games take a place in education making funnier the classes. Games are good strategies for teachers and

students to generate a nice place of study. There are some different games used in the classroom:

- ✓ Competitive Games: These games focus on the participant to be the first, achieving a particular purpose.
- ✓ Cooperative games: these games require the participation of the whole group to complete the task given.
- ✓ Games information gap: these games require two participants (one has the answer of the other participant) trying to complete the task given.
- ✓ Games puzzle: These games need the cooperation of the entire group as you get the completion of the task. The aim is to connect all parts.
- ✓ Matching: In these games players share between all of them pairs of identical class photos, illustrations and charts. Players must find a partner who has the description of the information given.
- ✓ Games Association: These games are based on looking for a member in a class who belongs to the same group.
- ✓ Role play: In this activity each student has to perform to a character and they have a number of indications which they have to follow in order to do the drama.
- ✓ Simulations: In these activities students try to play small samples human interactions by emulating a real situation that involves the whole class, making a fun environment of study.

2.2.4 Game Based Learning definition

According to Tang, Hanneghan, & El Rhalibi (2009) computer (video) games are interactive software applications created primarily for participatory entertainment purposes. In other words, game based learning refers to activities that are made for people in order to catch their attention in classes. These games are deal with the computers; they can be played by themselves or using the computer.

It is important do not confuse gamification with game based learning because gamification is the use of different elements of motivation making people compete. But the game based learning is associated with the cognitive area, making an area of critical thinking, retaining information in the mind.

2.2.4.1 Characteristics of Game Based Learning

There are some characteristic of game based learning that are important in the employment of it:

- ✓ Every game is a free and spontaneous activity that can be started or finished in any moment:
- ✓ The game is chosen by the person who is going to play it.
- ✓ The game is developed into a space and time chosen by the person who is going to play the game. The game has rules stablished which should be followed and completed until the end.
- ✓ The game should be fun, expressive, productive, explorative and it has to develop the motivation in the players.
- ✓ The game involves effort for optimal results

2.2.4.2 Advantages and Disadvantages to use Games Based Learning in the Education.

Based games or Game-Based Learning is the use of games as tools to support the learning. It is an innovative methodology that provides both students and teachers a different educational experience and practice that can be applied inside the classroom.

Advantages

✓ Motivate students.

One of the main advantages of game based learning is its ability to catch the attention of students, providing them an environment where is fun to learn.

✓ Help to be autonomous.

Games help people to work in an autonomous work by themselves, looking for the answer for solving the game.

✓ Allow active learning.

Game based learning promotes the active learning making students practice every time in school or from their houses.

✓ It provides useful information to the teacher.

In addition, games provide an important information to the teachers, showing the weaknesses and strengths of the players.

✓ **Power creativity and imagination.**

Game based learning open the mind of the players, making they improve their creativity and their imagination, trying to solve the game.

Disadvantages.

- ✓ It can generate addiction in players.
- ✓ Excessive use of computer games can produce rejection of other teaching aids such as books, CDs, etc.
- ✓ It may be costly for the school, not just the acquisition of video games, but also the hardware and software needed to run them.

2.3 Philosophical Foundation

McLeod (2018) stated that:

Piaget's theory of cognitive development (1936) explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment.”.

It refers to the patterns that people followed to build a mental model. Jean Piaget was a psychologist that developed his constructivist theory in the development of the intelligence. This theory shows how an individual act or interact in his or her context. Jean Piaget was not agreed that the intelligence was a fixed feature, but he stated that the process was about the maturation mental.

His contributions include a stage theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities. Piaget demonstrates that the children conceive the world in a different way than adults. For this reason, this theory is based on the abilities that people have or the mechanism that people followed when they are children which carry them to have a critical thinking.

Jean Piaget made a great contribution to the education with his theory.

On the other hand, Cherry (2018) stated that Vygotsky demonstrated in his sociocultural theory that parents and relatives take an important role in the communication. Because in his theory, the communication occurs with the interaction of all the people that are around them.

2.4 Educational Foundation

José & Mariscal (2017) based on the Piaget's theory claimed that the game is part of a child's intelligence, because it represents the functional or reproductive assimilation of reality according to each stage of the individual. Sensorimotor, or symbolic reasoning capabilities as essential aspects of development of the individual, are what determine the origin and evolution of the game.

According to this research, it is notable that games are important in life because it represents a recreational moment that helps to assimilate the content. Games are considered a fun activity that promotes the stimulatory effect.

The game based on the ideas of the author, is an important tool that approaches the child and the teacher to internalize their culture, apart from dynamically manage content blocks called in the new reform: components. The game is an instrument that helps to understand and takes advantage of both stay in school and at home and enjoy more free time, more human and thoughtful.

According to this theory, the games promote, entertain and promote fluency. It has been shown that these have advantages and effectiveness in the educational vocabulary in various forms. Firstly, the games bring relaxing and fun for school. So, they help people to learn and retain new words more easily. Secondly, games promote the competition and they make people learn something new while they play. Besides, games generate the motivation for learning English, because they are involved in educational activities.

2.5 Legal Foundation

The constitution of Ecuador establishes that:

Article 26: This article states that education is a right of each person who participates in different processes during their life and that is considered as a responsibility of government also it constitutes a public policy. Also, it refers about equality and social inclusion and relevant to obtain the good living for Ecuadorians and others. Additionally, this right allows people, families and society to have the responsibility of participating in Education process to enhance their actual situation.

Article 27: This article states that education is focused on each person who lives in this country and guarantee the holistic development based on respect to human rights, natural sustainable environment and democracy; it must be participative, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth.

In addition, Education focused on the equality, justice, solidarity and peace, stimulating critical thinking, art and physical education.

The constitution of Ecuador institutes that:

Article 347: The article of Ecuadorian Constitution establishes that Government should incorporate the use of ICTS (Information and Communication Technologies) in the process of education in institutions and promote in the education a good linkage between social and productive activities in the process of teaching - learning and in the progress of this country.

The law of Intercultural Education in the states that:

Article 6: This article asserts the importance of Education in Ecuador. It has a relevant role in the development of a comprehensive education through transversal vision and focus on rights. Also, this article promotes the improvement of quality in the education.

Article 19: This part of the article establishes the essential participation of Central government in the accomplishment of improvement of education in terms of planning, organization and implementation of action that make it happens, in all the institutions including private and public schools.

CHAPTER III

METHODOLOGY

3.1 Research Approach

The design of this research will be based on qualitative methodology, this method will allow to obtain specific results about the improvement of the independent study of the students of eighth basic grade from Unidad Educativa Almirante Alfredo Poveda Burbano, through these methodologies, the researcher will find the problem that students have when they learn new words or when they are studying a new vocabulary in English language.

The purpose of this qualitative study is to assess the attitudes and perceptions of the students when they perceive and respond to game based learning, due to game based learning (GBL) may offer insights for educators who may be interested in modifying curriculum and planning to match preferred teaching styles of students from eighth basic grade. This chapter describes the qualitative research methods, sampling techniques, data collection and data analysis methodologies that will be used in this study.

3.1.1 Research Questions

The research questions that guided this study included:

- 1) How viable is the use of the technological tool for English teachers?
- 2) How can demonstrate the participants' reaction to this new approach?
- 3) How can contribute the use of this tool for students' knowledge?

- 4) What is the impact of fun based learning through an educative software in English teaching?

3.1.2 Methods

3.1.2.1 Qualitative

This method was necessary during this research, because this study was based on collecting data. It often categorized data into patterns as the primary bases for organizing and reporting results. So, this paper used the qualitative method, in order to get information about the English language teaching- learning process and the use of game base learning; the researcher interviewed several professionals and specialists: the principal, directors, professors and students.

3.1.2.2 Inductive Method

This method was applied for observation of particular facts with the purpose of obtaining general propositions that contribute to a general principle based on observation of limited number of related events or experiences.

3.1.2.3 Scientific Method

This method showed the real improvement of English vocabulary of eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano” using game based learning through a program.

3.1.2.4 Observation Methods

This method contributes to find detailed information about causes and effects of the problem related to the use of a program to improve the English Vocabulary focus on game based learning in eighth basic grade students from Unidad Educativa “Almirante Alfredo Poveda Burbano”

3.2 Level or Type of Research

3.2.1 Field Research

It was important and necessary to obtain updated information on the current educational requirements to teach English in public and private institutions, specifically at Unidad Educativa Almirante Alfredo Poveda Burbano regarding the implementation of a program with different activities and exercises that help to improve the English vocabulary. It was applied in the context with students of eighth basic grade.

3.2.2 Bibliographic Research

This kind of research was conducted permitted to search and select scientific-theoretical foundation on the subject of investigation and the main term studied with the within the theoretical framework related to cognitivism theory. The use of a program with different cognitive exercises and activities in middle education were established using this kind of research.

3.2.3 Applied Research

This kind of research was conducted with the purpose of testing how useful is the intervention of an approach involving technology to help solving problems in the acquisition of English vocabulary. The interviews and focus group to the Principal, Specialist, English Teacher, and students of the institution in order to verify the importance of using a program based in the game based learning to improve de vocabulary. In addition, the information provided by the specialist allowed to propose activities that contribute in the learning process at Unidad Educativa Almirante Alfredo Poveda Burbano.

3.2.4 Case of Study

This method will be used to sample (qualitative approach), in which the unit of analysis or set of people, contexts, events or happenings on the observed topic allow us the collection of representative data, in the Unidad Educativa Almirante Alfredo Poveda Burbano, the researcher will apply the qualitative methodology in order to analyze and have a better understanding about the development of game based learning into the English classes to improve the vocabulary in students of eighth basic grade.

The techniques the researcher will apply are: interviews for directors, English teachers, and surveys for students and students' parents, the observation. Also, the researcher will use different instruments like camera, video camera, notebook, and questionnaire.

3.3 Population

The population of this research was composed by 23 students of eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano” in Salinas who are distributed on 14 girls and 9 boys, its principal (1) English teacher (1) and English language specialists (2).

Chart 1 Population

Details	Population	Percentage	Techniques and instruments
Principal	1	4%	Interview
English Teachers	1	4%	Interview
Students	23	85%	Survey
English Language Specialist	2	7%	Interview
Total	27	100%	

Source: Unidad Educativa Almirante Alfredo Poveda Burbano
Author: Arianna Soriano

3.4 Variables Operationalization

In research a variable is a characteristic or attribute of anything that can change its value, or an entity that can take on different values. Variables mention relevant aspects about the phenomena to be studied and are directly related to the statement of the problem.

Independent Variable: game base learning

Chart 2 Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Game based learning through a program is a great tool to improve the English vocabulary on students</p>	<p>Learning Process</p> <p>ICTS</p> <p>Game based learning</p>	<p>Students use technological resources to improve the vocabulary</p> <p>English teachers implement game based learning through a program to develop the acquisition of vocabulary in class.</p>	<p>Have you ever heard about game based learning to improve the vocabulary?</p> <p>Do the teachers use the technology in the classroom?</p> <p>Do you think that a program with activities and different exercises could help students from this institution to improve their English vocabulary?</p> <p>Would you be prepared to implement the use of a program with activities to improve the vocabulary in the students of your institution?</p>	<p>Observation</p> <p>Interviews</p> <p>Focus group</p> <p>Surveys</p> <p>Observation</p> <p>Interviews</p> <p>Focus group</p> <p>Surveys</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Dependent Variable: vocabulary

Chart 3 Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>A program used through game based learning is a good option to develop the vocabulary.</p> <p>The Independent study of the eighth basic grade students at Unidad Educativa Almirante Alfredo Poveda Burbano</p>	<p>Teaching methodology and strategies</p> <p>Learning and teaching process</p>	<p>Students use technological resources to improve the vocabulary</p> <p>English teachers implement game based learning through a program to develop the acquisition of vocabulary in class.</p>	<p>Do you consider that English is important in Today's Education?</p> <p>Do you consider that more appropriate strategies could help the students to improve their vocabulary?</p> <p>Do you consider that students from this institution have developed their English vocabulary Effectively?</p> <p>Do you think that students like to learn English vocabulary in this institution?</p>	<p>Observation</p> <p>Interviews</p> <p>Focus group</p> <p>Surveys</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

3.5 Techniques and Instruments

To do this research paper about the study of fun based learning to improve the vocabulary in the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano located in Salinas- Jose Luis Tamayo, province of Santa Elena, is directed to the Principal, teachers, specialist and students who allow to study and analyze the problem, with the help of the following techniques and instruments

3.5.1 Observation

It was applied directly to the students of eighth basic grade from students of Unidad Educativa Almirante Alfredo Poveda Burbano. This technique will allow to observe thoroughly the methodologies and strategies applied on the game based learning to improve vocabulary.

3.5.2 Survey

This technique was applied to collect precise data through questions regarding the problem and proposed solution. It allows to obtain results about the advantages of the use of a program to improve the English Vocabulary in eighth basic grade students.

3.5.3 Interview

It is the method that uses an instrument or printed form, designed to get answers about the problem under study at Unidad Educativa Almirante Alfredo Poveda Burbano. The questionnaire was applied to students and teachers and contains open

and closed questions to obtain basic information related to the research topic.
(Game based learning to improve the vocabulary)

3.5.4 Focus Group

This technique is a type of in depth interview accomplished in a group, who is meeting present characteristics defined with respect to the proposal, size, composition, and interview procedures. The students of eighth basic grade could influence each other through their answer to the ideas and the contributions during the discussion. I simulated discussion with comments of subjects. The fundamental data produced by this technique are transcript.

3.5.5 Instruments.

Instruments such as camera, notebook and questionnaires were used to document and capture everything that happening in the study setting. These resources helped to collect evidence of implementation of a program with different activities and exercises in the educational institution before mentioned. The camera served as a support to observation made in the classroom during the collection data since the photos captured with the camera permitted more effective interpretation of the problem studied. The notebook was used to take notes of the different activities develop throughout this research.

3.6 Data Collection Plan

Chart 4 Data Collection Plan

Basic Questions	Explanation
1. What for?	To improve the vocabulary of students
2. From which people or objects?	Students of eighth basic grade of Unidad Educativa Almirante Alfredo Poveda
3. About what aspects?	Vocabulary
4. Who?	Arianna Karina Soriano De La Cruz
5. To whom?	Students, English teachers, Principals of Unidad Educativa Almirante Alfredo Poveda
6. When?	2018-2019
7. Where?	At Unidad Educativa Almirante Alfredo Poveda
8. How much time?	Once a year during academic year 2018-2019
9. How?	Individually and by a group
10. What data collection techniques?	Observation, surveys, focus group and interviews
11. With what?	Camera, smartphone and laptop

Source: Unidad Educativa Almirante Alfredo Poveda Burbano

Autor: Arianna Karina Soriano De La Cruz

3.7 Data Processing Plan

Chart 5 Data Processing data

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>Deficiency of the vocabulary was determined through focus group, observation and surveys directed to the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano, the use of game based learning to improve the vocabulary of students was justified</p>	<p>Once the problem was discovered the researcher started looking for related information in: Books, articles, internet and other sources. Besides the interview with a specialist, the Principal and English teachers from Unidad Educativa Almirante Alfredo Poveda Burbano is scheduled</p>	<p>The problem was identified in the eighth basic grade of this educational institution, through interviews, surveys focus group and observations. Focus group, surveys and observation were made for students and interviews for the principal, English teachers and specialist. Data gathered were analyzed in order to develop a proposal to contribute to the solution of the stated problem.</p>	<p>Using all the data collected that suggested the deficiency of the vocabulary of the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano. It was important to involve the Principal and the English teacher in the incoming process in order to improve the vocabulary in students from this institution.</p>	<p>Implementing a program focused on game based learning. It contains different activities and exercises that help the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano to improve on the English vocabulary</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Soriano

In the implementation of the pre-and post- test for English teachers and students, the analysis of the data collection is focused on research questions through descriptive analysis of experiences and necessities of the participants who are involved in the teaching and learning English as a foreign language.

The descriptive analysis permitted to understand and to describe the practices of the teachers in the relation with the development of working with activities offline, specification of the criteria in evaluation in the development of vocabulary building.

Also making the gender analysis of the students at the English teacher at the global level, using the technique of the focus group which allows to know how students reacted to the intervention and the importance of the development of vocabulary through the use of technology. In addition, the observation permitted to understand the behavior of students when they have deficiency in the acquisition of new vocabulary and it contributed to improve the program.

In the instrument applied to specialist, English teacher and the principal of the educational institution was the interview which contribute to analyze that they have knowledge about the use of game based learning to improve the vocabulary in classes through a program with different activities that develop the improvement of it.

3.8 Data Analysis and Interpretation

3.8.1 Observation of Eighth Basic Grade Course.

I observed this course for 12 sessions in English class and their behavior about the intervention of this research. I took field notes each day I observed, also I included the interpretation of each observation in these sessions which contributed for understanding the interaction between students and how they behave or react during this process of external intervention and implementation of a new methodology.

Chart 6 Sample field notes page of the observation 1

JULY 4 7:30-8:30	DESCRIPTION NOTES	REFLEXIVE NOTES
60 MINUTES (2 SESSIONS)	<p>There were few ways to interact with the students.</p> <p>This course had a group of students which were integrated in an affinitive way.</p> <p>The English teacher explain about this intervention and what would be the benefits about this contribution to improve the English class, especially in vocabulary area. After that, students did a diagnostic test.</p>	<p>In this course there were students with multiples levels of knowledge in English. When the teacher explained about the intervention, most of them reacted favorably, others though the test was an evaluation, and they believed that it could affect their scores. After the students did the diagnostic test. the researcher explained the process step by step.</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
Author: Arianna Soriano

Chart 7 Sample field notes page of the observation 2

<p>JULY 5 7:30-8.30</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>60 MINUTES (2SESSIONS)</p>	<p>In this session the researcher socialized the results about diagnostic test based on the grading rubric and she explained about the importance of improve their vocabulary in English classes and the benefit to learn how write correctly and use the new words learnt during the class through different activities</p>	<p>when the researcher showed the result about the diagnostic test, she observed the students' reaction to see the grades in their test and she can understand how the patterns stablished by the traditional teachers in foreign language. The she explained the objective of this study which promote the contribution to improve the English vocabulary</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Chart 8 Sample field notes page of the observation 3

<p>JULY 9 8:00 – 9:30</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>30 MINUTES (1SESSION)</p>	<p>In this session, the learning process started with a brain storming about a specific topic where the students should write one word that they knew about this vocabulary. This activity was made in order to motivate the interaction and participation of the students and also to know how huge was their vocabulary.</p>	<p>At the beginning of this activity, the researcher observed the students' reactions and most of them felt insecure about their participation in this cognitive activity. Then she Showed different pictures about this topic, their participation increased favorably, they started to talk and interact because they have previous knowledge about this vocabulary</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
Author: Arianna Soriano

Chart 9 Sample field notes page of the observation 4

<p>JULY 11 7:30-8.00</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>30 MINUTES (1SESSION)</p>	<p>In this session the researcher applied an activity called “game board” about “food and drinks”. This activity was made in order to students interact and start to speak and write about this vocabulary through a fun method which have a gift for the winner group.</p>	<p>when they applied this activity, the students were a little scared because they said that “they knew the vocabulary, but they didn’t know how really they should write that word” so, the researcher could understand the students only knew maybe the pronunciation, but they missed the correct way to write them.</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

Chart 10 Sample field notes page of the observation 5

<p>JULY 12 7:30-8.00</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>30 minutes (1SESSION)</p>	<p>The next cognitive activity was called “the snake word”</p> <p>This activity was made to improve the vocabulary through a fun way to learn something new.</p> <p>This activity applied as a game help the students think quickly about any word that comes to their minds.</p> <p>With it, the students cooperate and was better the interaction between them</p>	<p>In the development of this activity the researcher observed how the students interact between them in a cooperative way.</p> <p>Then this session in the qualitative study contribute to the interaction. Also, this help me to obtain data about the behavior of the students in this external intervention.</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Chart 11 Sample field notes page of the observation 6

JULY 16 7:30-8.00	DESCRIPTION NOTES	REFLEXIVE NOTES
30 MINUTES (1 SESSION)	In this session the researcher applied the activity called “adopt a word” where the students have to adopt a word and make a short explanation about it, explaining the meaning, how to use and what is the part of the speech	In this session the students help others to learn more words by sharing new knowledge. Most of them improved the acquisition of a new vocabulary and other only reinforce it.

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Soriano

Chart 12 Sample field notes page of the observation 7

JULY 17 7:30-8.00	DESCRIPTIO N NOTES	REFLEXIVE NOTES
30 MINUTES (1 SESSION)	In this session the researcher explained about relevant information of vocabulary and how game based learning method can improve their acquisition of new words. Also about the implementation of technological resources as a strategy can motivate the students to work in a fun way.	The use of game based learning using activities to improve the vocabulary motivated the students want to learn more. And they want to acquire new words according to the studied topic.

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Soriano

Chart 13 Sample field notes page of the observation 8

<p>JULY 18 7:30-8.00</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>30 MINUTES (1 SESSION)</p>	<p>In this session the researcher explained about relevant information of vocabulary and how game based learning method can improve their acquisition of new words. Also about the implementation of technological resources as a strategy can motivate the students to work in a fun way.</p>	<p>The use of game based learning using activities to improve the vocabulary motivated the students want to learn more. And they want to acquire new words according to the studied topic.</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
Author: Arianna Soriano

Chart 14 Sample field notes page of the observation 9

<p>JULY 19 7:30-8:30</p>	<p>DESCRIPTION NOTES</p>	<p>REFLEXIVE NOTES</p>
<p>60 MINUTES (2 SESSIONS)</p>	<p>In the last session this intervention promoted students to make different exercises using the words studied before through the program to improve the English vocabulary in the students, also they could notice where they failed</p>	<p>Most of them expressed that technology plays a relevant role in the education and in their lives. The researcher explained that these sessions belong to a phase of a study and the next phase is the intervention of a technological resource such as a program where they can practice with new word to have a good vocabulary in English.</p>

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

3.8.2 Survey directed to students.

Question 1: Do you like English classes?

Objective: To determinate if the students like English subject.

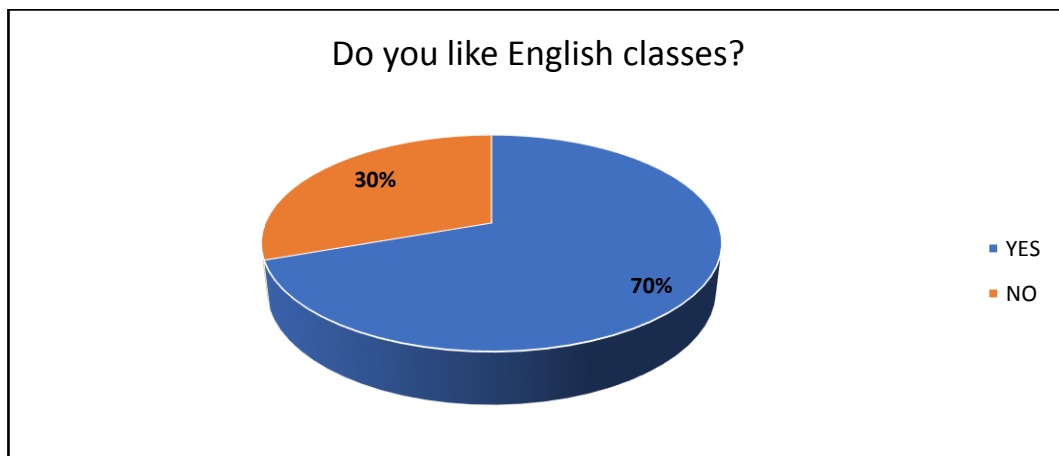
Chart 15 Question 1: Do you like English classes?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	16	70%
NO	7	30%
TOTAL	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Graph 1 Question 1: Do you like English classes?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Interpretation:

Quantitative: 70 % of students said Yes, 30% said No

Qualitative: most of them like English classes, but five of them do not like.

Question 2: Does your English teacher use technology when you receive classes?

Objective: To determine if the teacher uses technology in the classroom.

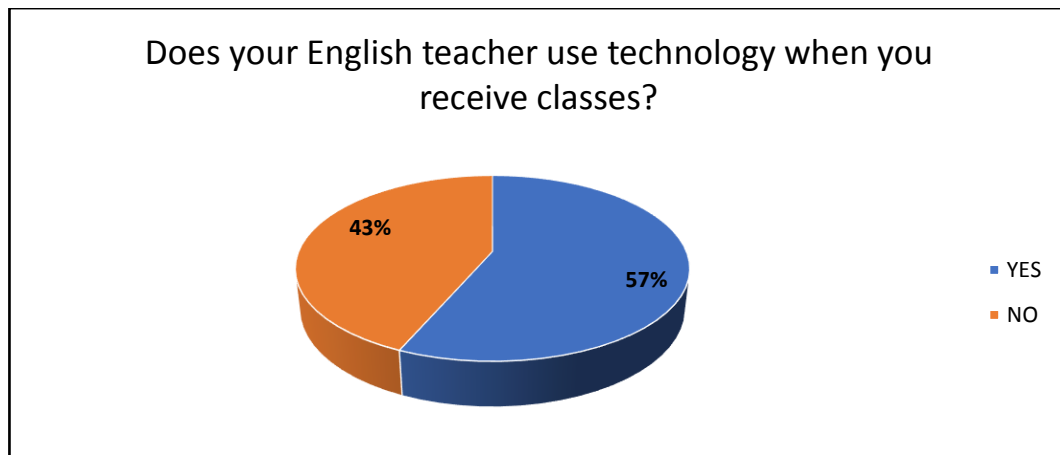
Chart 16 Question 2: Does your English teacher use technology when you receive classes?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	13	57%
NO	10	43%
TOTAL	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Graph 2 Question 2: Does your English teacher use technology when you receive classes?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Interpretation:

Quantitative: 57% of students said yes, 43% said no

Qualitative: students considered that the English teacher uses technology in class, but nine expresses that the teacher doesn't use it.

Question 3: Do you consider the use of technology is important in class?

Objective: To determinate the importance of using technology in class.

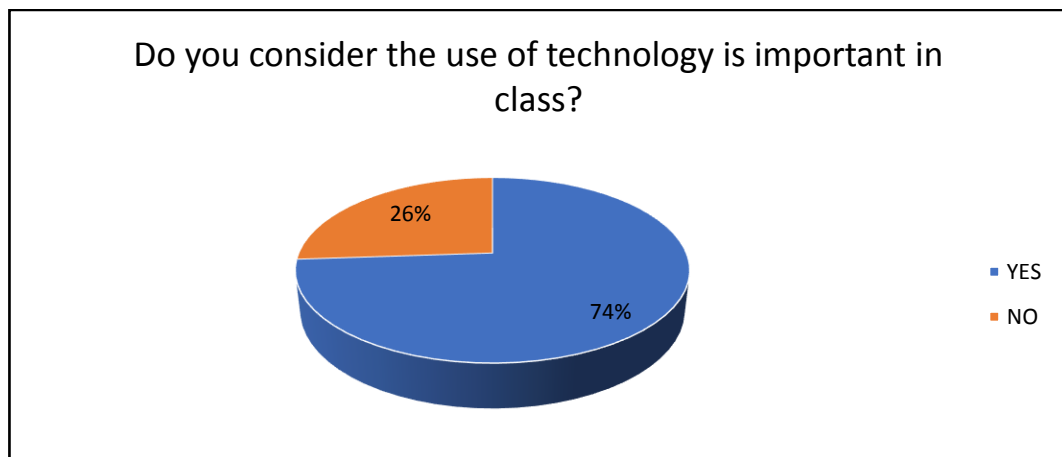
Chart 17 Question 3: Do you consider the use of technology is important in class?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	17	74%
NO	6	26%
TOTAL	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Graph 3 Question 3: Do you consider the use of technology is important in class?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Interpretation:

Quantitative: 74% of students said yes, 26% students said no

Qualitative: students considered that is important the use of the technology in class, only few students said that it is not important.

Question 4: How often do you practice vocabulary?

Objective: To determinate how often the students dedicate time ton practice vocabulary.

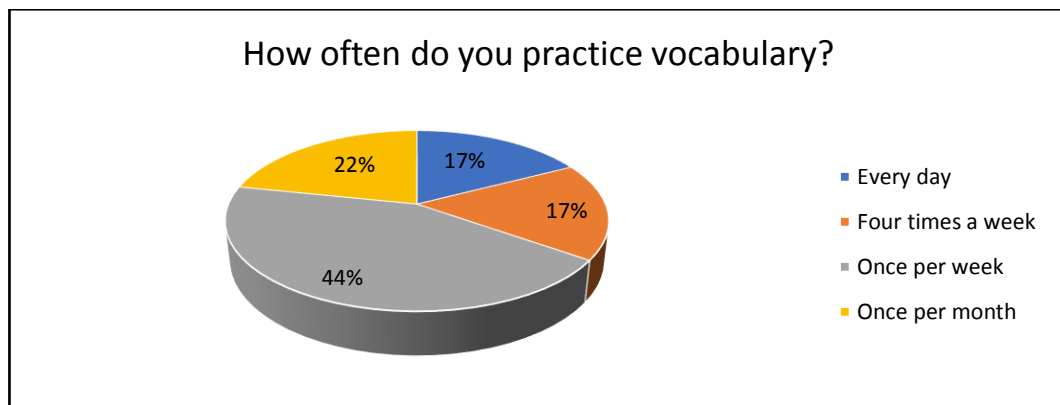
Chart 18 Question 4: How often do you practice vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Every day	4	17%
Four times a week	4	17%
Once per week	10	43%
Once per month	5	22%
Total	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Graph 4 Question 4: How often do you practice vocabulary?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Interpretation:

Quantitative: 44% of students practice vocabulary once per a week, 22% of students practice once per a month; 17% practice four times a week and 17 % every day.

Qualitative: students practice vocabulary once per a week with the higher percentage.

Question 5: Do you know any software to practice vocabulary?

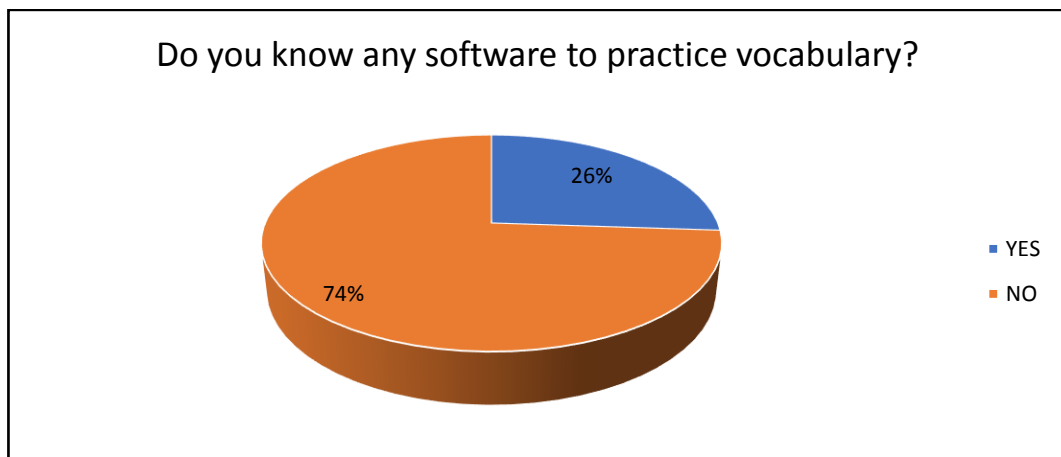
Objective: To determinate if the students know about a specific software to practice vocabulary.

Chart 19 Question 5: Do you know any software to practice vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	26%
NO	17	74%
TOTAL	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
Author: Arianna Soriano

Graph 5 Question 5: Do you know any software to practice vocabulary?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
Author: Arianna Soriano

Interpretation:

Quantitative: 26% of students said yes and 74% of them said no.

Qualitative: most of the students do not know about a software where they can practice vocabulary according with the level they are.

Question 6: Would you like to improve on your English Vocabulary?

Objective: To determine if the students want to improve their English vocabulary.

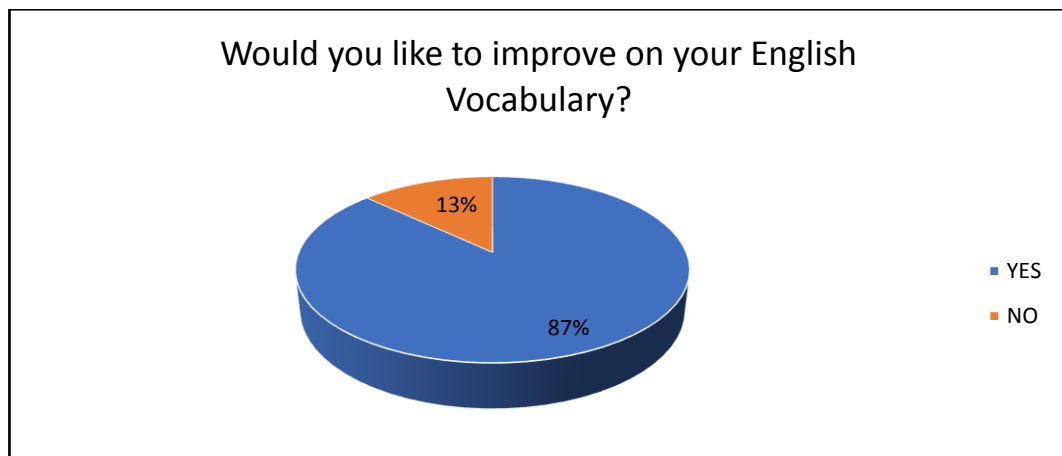
Chart 20 Question 6: Would you like to improve on your English Vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	20	87%
NO	3	13%
TOTAL	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Graph 6 Question 6: Would you like to improve on your English Vocabulary?



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

Interpretation:

Quantitative: 87 % of students said Yes, but 13% said No

Qualitative: Most of students would like to improve on their vocabulary but a few of them do not like.

3.8.3 Analysis of Result Chart- Students.

Chart 21 Survey Directed to the students.

N°	QUESTION	YES		NO		TOTAL	
		Q	%	Q	%	STUDENT	%
1	DO YOU LIKE ENGLISH CLASSES?	16	70%	7	30%	23	100%
2	DOES YOUR ENGLISH TEACHER USE TECHNOLOGY WHEN YOU RECEIVE CLASSES?	13	57%	10	43%	23	100%
3	DO YOU CONSIDER THE USE OF TECHNOLOGY IS IMPORTANT IN CLASS?	17	74%	6	26%	23	100%
4	HOW OFTEN DO YOU PRACTICE VOCABULARY?	Once per week				23	100%
5	DO YOU KNOW ANY SOFTWARE TO PRACTICE VOCABULARY?	6	26%	17	74%	23	100%
6	WOULD YOU LIKE TO IMPROVE ON YOUR ENGLISH VOCABULARY?	20	87%	3	13%	23	100%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Soriano

3.8.3.1. Analysis of results-Students

Results demonstrated that students of eighth basic year at “Unidad Educativa Almirante Alfredo Poveda Burbano” like English Classes. They considered that English Teacher does not use the technology to give them the respective classes.

On the other hand, they considered technology is important in classes. Most of them practice English vocabulary once a week. In addition, more than 80 % do not know any program, software or site on line where they can practice this language, but according with their opinion the technology is important in the acquisition of new knowledge. Finally, the students showed their acceptance to the use of a software to improve their English vocabulary.

3.8.4 Interview to specialist of English Language.

SPECIALIST #1

Question 1. - Do you consider that English is important in today's education?

The specialist mentioned that English is fundamental in the education, because this language is spoken by millions of people around the world, and students need to learn English Language because although Ecuador speak Spanish, most of the information that people found in internet is in English. He Stated that "English is the key to open a door to new culture"

Question 2. - How do you consider English classes should be?

The specialist considers that English teacher should use methodologies and strategies to teach a class because they are professionals and need to have a meaningful class, not only grammar translation class and old-fashioned method of repetition.

Question 3. - Do you think that English teachers implement the right strategies and methods in classes?

The specialist expressed that English teachers do not apply the right strategies in class or there are teachers that works in a public institution, they do not certify as a professional in this area and they do not know how to show a new topic.

Question 4. - Do you consider students develop their English vocabulary satisfactorily?

The specialist mentioned that teacher do not teach the vocabulary, they present it and the students connect with it.

Question 5. - Do you consider better strategies could help students to improve their English vocabulary?

The specialist claimed that the best strategies that a teacher can use are those which are engaged with the interest of students. For instance, if students like video games, could be used the video games to present a new vocabulary, in order they play, they acquire knowledge.

Question 6. - How can you define a fun based learning?

The specialist considered that is a strategy or game that will help in the acquisition of new knowledge in a funny way. For example, teachers can apply traditional games or computer games that help the students to connect with the knowledge.

Question 7. – What are the advantages of using fun based learning in the classroom?

The specialist considered that fun based learning is so interesting and relevant because it helps the students to learn easily. It maintains the students motivated and active participation.

SPECIALIST #2

Question 1. - Do you consider that English is important in today's education?

The specialist mentioned that nowadays, English is so important for people. Because people need this language in different contexts. This foreign language is really necessary around the world due we are in a globalized context where people need English as a second language to communicate with others.

Question 2. - How do you consider English classes should be?

The specialist considers that English classes should be more dynamic because students would learn in the same way with different techniques and strategies, also she expresses teachers should motivate the students in the practice of this language inside the classroom and at home, too.

Question 3. - Do you think that English teachers implement the right strategies and methods in classes?

The specialist expressed teachers should implement the right strategies and methods to teach their classes because it will help in students' progress.

Question 4. - Do you consider students develop their English vocabulary satisfactorily?

The specialist mentioned the students do not develop their English vocabulary. It is like they do not know how to write or pronounce a word in a correctly way.

Question 5. - Do you consider better strategies could help students to improve their English vocabulary?

The specialist claimed that the best way to improve the students' vocabulary is to look for strategies or method that catch the students' attention.

Question 6. - How can you define a fun based learning?

The specialist considered that is a strategy or game that will help in the acquisition of new knowledge in a funny way.

Question 7. – What are the advantages of using fun based learning in the classroom?

The specialist considered that fun based learning is really interesting, and it has some advantages for students and teachers such as: students' attention, students' participation and engage the students with the new knowledge in the active learning. so, the use of it, will make the learning more practical, funnier and easier.

3.8.5 Interview to the principal of “Unidad Educativa Almirante Alfredo Poveda Burbano.”

Question 1. - Do you consider English is important in today's education?

The principal of this institution said that in this present time is so important to incorporate the English Language Teaching in the educational process because we are in a globalized world where everybody needs to contribute to this integral education.

Question 2. - Do you think the teachers implement the right strategies and methods in classes?

The principal mentioned the teachers try to use the right strategies or methods because they plan their classes, but she thinks that is important the teachers look for different ways according to the students' needs. There are many problems in teaching English as a foreign language in all institutions, for this reason everybody is working to improve it.

Question 3. - Do you consider the students from this institution have develop their English vocabulary?

The principal mentioned most of the students do not develop the English vocabulary satisfactorily, due in the institution there was not English teachers. Therefore, students need motivation and new strategies to feel engaged with new words.

Question 4. - Do you think students from this institution appreciate the English vocabulary?

The principal indicated there is a low number of percentage of students that appreciate the acquisition of English vocabulary and develop it, on the other hand there are students that insecure to learn it, due to the scare to make mistakes in different ways. For this reason, students do not want to participate in classes or in other extracurricular activity.

Question 5. - Do you consider that more strategies will help the acquisition of English vocabulary?

The principal claimed the use of better strategies will help the acquisition of new knowledge for students. Also, she makes relevance to the use of technology such as websites or elaboration of any software could help students to improve their English vocabulary.

Question 6. - Have you ever heard about fun based learning to improve English vocabulary in students.

The principal claimed she had never heard about this methodology. However, she mentioned that would be good that teachers have a great methodology to engage the students with the English learning.

Question 7. - Do you think the fun based learning could help students from this institution to improve English vocabulary?

Fun based learning is a good method to improve vocabulary because teachers use different ways to teach vocabulary and the most common is the game.

Question 8. - Would you be prepared to implement the use of fun based learning in your institution?

Interpretation: the principal expressed that Unidad Educativa Almirante Alfredo Poveda Burbano would be prepared for the implementation of this method which could contribute to the process of teaching a foreign language. Also, if this method

needs equipment, the institution has a lab computer where teachers and students can practice better.

3.8.6 Interview to the English Teacher of Unidad Educativa Alfredo Poveda Burbano

Question 1.- Do you think that English is important in today's education?

The English teacher claimed that English is so important in today's education because people need this language to communicate. English is a need nowadays.

Question 2.- Do you think English teacher implement the right strategies or methods in classes?

The English teacher expressed the teachers want to use different strategies, but the time is not enough, in other cases students do not want to collaborate because they feel scared.

Question 3. - Do you consider the students from this institution have developed their English vocabulary effectively?

The English teacher expressed that most of the students do not have developed their English vocabulary due they did not have an English teacher who helps them to teach in a correct way and practice it with them.

Question 4.- Do you think students from this institution like English vocabulary?

The English Teacher said that students from this institution like to learn new words and enjoy practice with the new vocabulary. Also, she expressed students should consider the use of a software where they can practice more.

Question 5. - Do you consider that more appropriate strategies could contribute the students' vocabulary?

The English teacher expressed that is essential to adapt new strategies for those learners who find difficult to achieve the objectives. Also, the appropriate strategies could engage the students with the knowledge.

Question 6.- Have you ever heard about fun based learning with a software to improve on the vocabulary in English? Yes/No.

The English teacher said that she had heard about fun based learning with board games but is so interesting to know about a software that help to students to improve their English vocabulary because it will make the learning funnier and easier.

Question 7.- do you think that fun based learning could improve the English vocabulary in students from this institution?

The use of fun based learning in English Classes is good for students because they like to play, so they will feel motivated and engaged with the process teaching-

learning. So, this strategy could improve the English vocabulary, if teachers use the correct methodology.

Question 8.- would you be prepared to implement the use of fun based learning with a software to improve the English vocabulary in students from this institution.

The English teacher considered the training is important before the implementation of any resource or strategy that imply the use of technology in classes. The teacher needs to have a clear idea about the correct use of this software and knows about the content the resource has.

Then the teacher would be prepared to implement this interesting method into the classes without any problem.

3.8.7 Analysis of results – Interviews

The interviews were applied to English specialist, principal and English teacher from “Unidad Educativa Almirante Alfredo Poveda Burbano”

Each one of them considered that English is a language that is so important in people lives. Also, they think that is relevant that students acquire more knowledge about this language; for example, they need to know how to write or spell words, they need to know what the correct pronunciation of each word is. For this reason, is necessary to implement resources according to the level and students’ needs. They believe that use of this technique could help students and teachers. Students

will play in order to learn something new and teachers will find a fun way for those students can engage with the new knowledge.

In addition, everyone agreed that using something like a software, online pages or any other technological resource could give students more opportunities to improve their deficiency in English vocabulary.

3.8.8 Transcription of focus group

Details of focus group:

Moderator: Arianna Karina Soriano De La Cruz

Place: Unidad Educativa “Almirante Alfredo Poveda Burbano”

Date: August 7th, 2018

Objective: To know the opinions of the participants, their experiences and recommendations about the implementation of fun based learning through of a software to improve their English vocabulary.

Participants:

<ol style="list-style-type: none">1. Alban Borbor Nathaly Fernanda2. Baquerizo Reyes Jordy Wladimir3. Calderon Montalvan Joseline Alejandra4. Chele Verdesoto Brithany Jemima5. Del Valle Piguave Isaac Israel6. Flores Pozo Jostin Alexis7. Garcia Velasquez Silvana Belen8. Gonzalez Villao Enita Alejandra9. Gonzalez Zavala Hamira Shaletth10. Guale Malave Juan Carlos11. Guerrero Granda Melanie Magali12. Lindao Holguin Steven Antonio13. Miranda Flores Gilson Leonardo14. Perez Metiga María Fernanda15. Plua Cevallo Stephany Michelle	<p>Students of eight basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano</p>
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Transcription

Moderator	What is your opinion about the importance of English in today's education?
Chele	English language is important for people because everybody uses this language to communicate and meet friends around the world by using of technology.
Del Valle	English teaching is so important for students because some people do not know anything about this language in the province, and for them the teaching of this language allows to travel and know about different cultures of the countries.
García Velasquez	English is important for everybody due to in all the jobs it is a requirement to speak English, this language gives people more opportunities to get a good salary.
Moderator	How should English classes be?
Calderon	English classes should have technological resources such as television, computer, internet, etc.
Albán	Teachers need to use technological resources inside classroom and make students feel confident with the environment where they are learning.
Baquerizo	English classes should be more dynamic and funny.
Pérez	English classes need the students' participation and interaction of them.
Calderon	English classes should be motivated.
Moderator	Do you think English teacher employ the right strategies and methods in English classes? Why?
Guerrero	Before I knew nothing about English, but now I have learnt more and more, and I can feel happy about my progress.
Lindao	Now teachers use technology, but students feel scared about it.

Miranda	Yes, teachers use technology but a little.
Moderator	What do you think about the development of English vocabulary? Did you see a progress?
Guerrero	Teachers want to get a better progress about it, but the way in what they explain a new vocabulary does not have good results.
Gonzalez	Well, in my opinion I saw a progress, because before teachers only use the traditional method about repetition which consist only in repeat each learnt word a specific number of time according the teachers say.
Flores	Now teachers look for new ways to engage the students with the new knowledge using technological resources, for me that is good to improve our English vocabulary. Also, it is better because students try to learn and leave the traditional way to go to google translator and doing copy and paste without any learning.
Moderator	Do you consider the use of this tool could help to the enhancement to the English vocabulary?
Del Valle	Yes, I do. The use of this tool could help both teachers and students in the teaching- learning process.
Lindao	Yes. This tool could engage students to learn more about a vocabulary from a unit learnt.
Guerrero	For me, it helps so much to the acquisition of new words and the use of them in the real life.
Moderator	Why do you consider that English vocabulary is not funny?
Chele	Due to the traditional way in which teachers used to teach it.
Guerrero	I think that English vocabulary is not considered funny because teachers do not use methods or techniques that help in the acquisition of it.
Baquerizo	For me English vocabulary is funny because I learn new words in each class

Lindao	English vocabulary is funny if the teachers know how teach it
Calderon	Maybe it is considered not funny depending on the topic students are learning in that unit. Maybe that is not about their interest.
Moderator	What do you think about the use of a software to improve vocabulary in your English classes?
Pérez	I think that is a good idea because it will develop our interest in English vocabulary.
González	The use of a software is something interesting which could help us to have funny classes because nowadays people enjoy working with technology and it makes people pay more attention to the new content.
Guerrero	For me is so funny, because I like to use my computer or here in the school I like to go to the lab. If English teachers would implement this tool in our school, it would be cool.
Moderator	What is your opinion about the use of technology in English teaching classes?
Calderon	In my opinion is a good strategy to use it in classes.
Del Valle	The technology will help students to interest more in classes.
Moderator	What do you think about the use of funny activities to improve English vocabulary.
Del Valle	For me is good to know teachers could implement activities that catch our attention.
Miranda	It will be great because students will enjoy the activities and they would not be bored.
Plua	If teachers use funny activities to develop the English vocabulary, they will get better results.

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Soriano

3.8.8.1 Analysis of Results- Focus Group.

The results show that students of eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano” consider the learning of English as a foreign language is important for students because it can give them new opportunities in life such as communicating with foreign people, getting a good job, learn about different cultures and obtaining benefits from all these experiences.

Furthermore, they agreed about the reality of the students in this province where there is a huge number of students who do not have the opportunity to learn this language.

According to the opinion of these students, English classes should be funny and interesting. And they considered the use of technological resources may promote the active participation of them in classes, due to the majority of people nowadays use it in their lives.

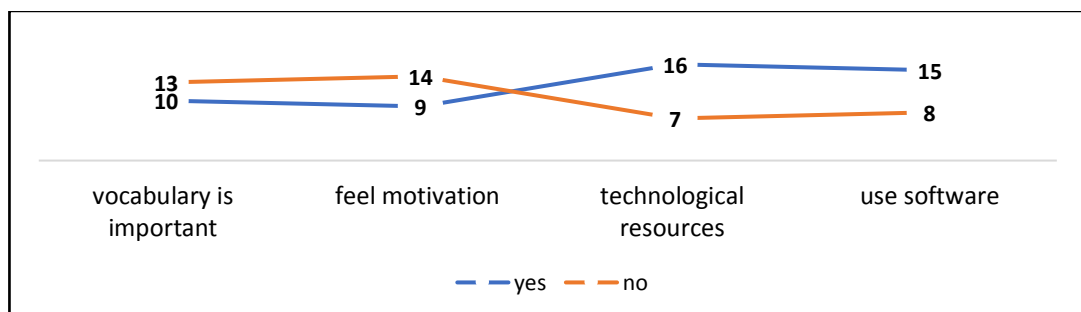
In addition, they emphasized about the importance of improve their English vocabulary because there is a lack in it, so for this reason some students cannot identify some words in English that are used in different contexts. The cause of this problem is based in the students do not learn well the vocabulary given by the teachers. Due to different causes such as an old methodology, no implementation of new techniques, or simply because they do not have an English teacher specialized in this area of teaching of a foreign language.

During this process of teaching- learning teachers do not give importance to the improvement of English vocabulary. Probably teachers emphasized in other activities like grammar studied in each unit. For this reason, students think the English vocabulary is not important and funny. Nevertheless, the majority of students considered the use of technology will be a good tool to improve the vocabulary in them through the use of funny activities or a software which has creative characteristics that students find innovative and funny, so it will make classes more motivated. However, they coincided with the argument about the use of technological resources could help to improve the acquisition of new vocabulary in English.

Additionally, a number of students felt scared about the use of software to improve English vocabulary, because they do not know how to use it.

To conclude is important and recommended to use the right strategies and give the students the directions about the use of a new resource in classes. And try to involve all of them in the use of technology, so they will not feel afraid about the use of it.

Graph 7 Analysis of focus group



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Soriano.

3.9 Conclusions and Recommendations of Research

3.9.1 Conclusions

- ✓ The use of software with funny activities influenced by the cognitivism may improve the English teaching – learning process of students, especially the acquisition of English vocabulary.
- ✓ The principal, the specialist, and the English teacher coincided with English learning which is essential for integral education and the improvement in the acquisition of English vocabulary through innovative ways to learn new words.
- ✓ English teacher and students of eighth basic grade of this study agreed the best option to improve the English vocabulary will be through the use of a software with funny activities which could help to the acquisition of it, getting the active participation of students and making classes more innovated and motivated.

3.9.2 Recommendations

- ✓ It is recommended to implement the use of a software with funny activities in English to improve the teaching – learning process, especially the acquisition of new words about a new vocabulary.
- ✓ It is recommended the English teachers promote the importance of improvement of English vocabulary.
- ✓ It is recommended the English teachers engage the students with the use of technology.
- ✓ It is recommended that Unidad Educativa “Almirante Alfredo Poveda Burbano” promotes the active participation of students in English classes as a contribution of teaching learning process.

CHAPTER IV

THE PROPOSAL

Implementation of an educational software “English Adventures” to contribute to the improvement of English vocabulary in students of eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”. Salinas, province of Santa Elena. School year 2018- 2019.

4.1 Informative Data

This proposal Project, which involved an educational software for the improvement of English vocabulary, was implemented at Unidad Educativa Almirante Alfredo Poveda Burbano, located in Salinas, Province of Santa Elena.

Illustration 6 Location of Unidad Educativa “Almirante Alfredo Poveda Burbano”.



Source: Google Maps

Chart 22 Beneficiaries

School	Beneficiaries	Total
	Eighth Basic Grade	23
Unidad Educativa Almirante	English Teacher	2
Alfredo Poveda Burbano	Principal	1
	Specialist	1
Total		27

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.
 Author: Arianna Karina Soriano De La Cruz

4.2 Proposal Background

In our country Ecuador there are different aspects about the right strategies and methods to get a good teaching- learning process of English as a foreign language in all educational institutions.

This research is to improve the English language teaching through an educative software which is going to engage the students with the acquisition of a new vocabulary. On the other hand, students are the principal actors in the educational context because are those who approve the class, for this reason is important to know how catch their attention, even more if the learners are students of eighth basic grade.

Students from eighth basic grade at Almirante Alfredo Poveda Burbano do not know how to write or pronounce some words in a correctly way, due to some of

them did not have the English teaching in their previous school, or for the lack of teachers specialized in the area.

By the way, in today's education is relevant to work with technological resources due to the students feel better with the use of them, because they do not want to learn with the old methods, they want innovative and motivated classes. So, the best option to do that is using a computer game which engage the students with the technological resource and the knowledge they need to learn according with the unit.

This is the purpose of this research; create a tool that help the students in the acquisition of a new vocabulary in a funny and enjoyable way. Due to the use of technological resources such as an Educational Software has been a useful tool in the learning process. Furthermore, English teachers are prepared to obtain technological knowledge, so they can implement them in their classes.

4.3 Feasibility

This proposal was possible thanks to an agreement made with the principal of this Educational Institution MSc. Marlene Pelaez Duarte, who decided to collaborate with the development of this proposal. On the other hand, Unidad Educativa "Almirante Alfredo Poveda Burbano" counts with technological resources such as internet and computers that made possible the designing and implementation of this educational software based on the necessity to improve English vocabulary in students of eighth basic grade. All the resources needed for this project were

feasible thanks to the support of this school, for instance the English teachers and the students. Their contribution was a fundamental step in this work which helped to make real this educational project.

4.4 Significance

This proposal involves the use of an educational software to improve the acquisition of English vocabulary in students. An educative software is a tool which is used for many purposes in the education, like in the teaching of English language, making a good environment of study. This proposal searches to improve English vocabulary in students from eighth basic grade at Unidad Educativa Almirante “Alfredo Poveda Burbano”.

They will work in an Educational software in order to improve their vocabulary.

Additionally, eighth basic grade students can access to this technological resource in the laboratory of the school or in their home from their cellphones because this tool do not need internet to work in it.

This proposal is based on the Organic Law of Intercultural Education because in one of its articles states teachers should incorporate the ICT in the educational process

4.5 Objectives

4.5.1 General Objective

To contribute to the improvement of the English Vocabulary through using an Educational Software as an intervention with the students of Eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”.

4.5.2 Specific objectives

- ✓ To create an Educational software to improve English Vocabulary.
- ✓ To implement the educational software in students from eighth basic grade.
- ✓ To evaluate the progress of students of eighth basic grade after the implementation of Educational software.

4.6 Design and Development of the Proposal.

There are relevant aspects which can guide this proposal.

- ✓ Before the implementation, observations were made to obtain information about the lack that students have in English vocabulary.
- ✓ An educational software to improve English vocabulary could be implemented.
- ✓ This educational software is based in a game where the students might play in order to obtain knowledge about some words of a specific vocabulary.
- ✓ This tool can be used by the English teachers as a methodological resource to improve the English Vocabulary in students of eighth basic grade.

Using an educational software could be a useful technological resource in the improvement of English vocabulary in the students of eighth basic grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”. Salinas, school year 2018- 2019.

The fundamental purpose of this project is the learning of the English vocabulary through the using of an interactive material which can be useful for teachers in English area, and students from eighth basic grade at this institution.

Such is the case of an Educational software which emphasizes in the writing and pronunciation of the words. It allows students to explore by themselves and learn significantly the extant vocabulary in this software called “**English Adventures**”.

Furthermore, there are relevant strategies developed by the using of this tool such as: memory, knowledge grouping which play an important role in the process of learning of a new vocabulary in English as a foreign language.

This software constitutes an interesting and fun option in the learning of vocabulary of a foreign language in the educational context, due to students find in this educational software a different way to engage with the foreign language through using of ICTs which are considered a creative resource.

With the objective to get the learning of a new vocabulary by a fun way, Unidad Educativa “Alfredo Poveda Burbano” considered suitable the use of this educational software called “English Adventures” which is a motivated and

innovative element that promotes the development and strengthening of the skills of the students, highlighting a specific vocabulary easy to remember.

This software promotes an easy procedure due to in it emphasize how to write and pronounce each word in English which allows students to identify and recall easily certain words of the vocabulary in this software.

In the creation of educational software “**English Adventures**” considered some units useful for the learning of English vocabulary; in the first level of the game refers to some of regular and irregular verbs, the second level is about clothes and the last level focuses on food.

The theme raised during the development of this proposal was chosen because in the teaching – learning process of the foreign language is known that vocabulary is essential if the objective is the students can communicate in English language.

The acquisition of vocabulary associated with the listening of the correct pronunciation of the words are the first steps that normally people have in the learning of any language. By the way, the strategies used for the learning of an English vocabulary are tools the teachers must teach it significantly.

This software was implemented in some sessions where the students can support the learnt vocabulary in classes with the game in order to memorize and practice more with the vocabulary.

These topics were chosen because the students of eighth basic grade are people who come from different institutions where many times they do not have teachers specialized in the English area. For this reason, they have a lack in vocabulary and have a huge problem of understanding some basic words.

In the sessions the teacher must guide the students to the learning of the different vocabularies, so in this way the students can reinforce the acquired knowledge by the practice in the educational software.

During the last sessions the teacher will focus in the students practice many times in the software because after that students will make a quiz where they should show their progress in the acquisition of new words from a specific vocabulary. Also, this quiz will show the grade of relation with the knowledge respect to the topics in the software.

4.7 Software “English Adventures”

Illustration 7 English Adventure



Author: Arianna Karina Soriano De La Cruz

English Adventure is an educational software created for improving the English vocabulary in students from eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano. It is funny and significantly to complement the learning of the contents proposed for the curriculum of the institution and emphasizing in the technology; due to it plays a fundamental role in the teaching – learning process, being part of the education as a protagonist to make the life easy.

Through the years people tried to implement strategies in the school that allow the students to learn in a dynamic and interactive way the vocabulary in the English subject. Many strategies have had little acceptance by the students; for instance, the memory due to it is based just in the repetition of the words without give importance to the knowledge acquired or memorized.

Is essential the teachers be creatives and innovative at the moment to teach a new vocabulary to the students, for this reason, considering it, the most innovative way to do it is by the implementation of this educational software which is presented in this proposal. The beneficiaries of this proposal are going to be the students from eighth basic grade since they are going to learn or practice the English vocabulary in a different and funny way.

Based in the observation session, in the diagnostic test made to students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano, the author of this project decided to design and create a software to the learning of English Vocabulary, considering some topics studied in each unit.

These contents are located into levels which will be unlocked when the students are playing and practicing with the vocabulary. It was design in this way for the students cannot pass the level without having learned the vocabulary given by the software in each level.

Illustration 8 English Adventure Levels

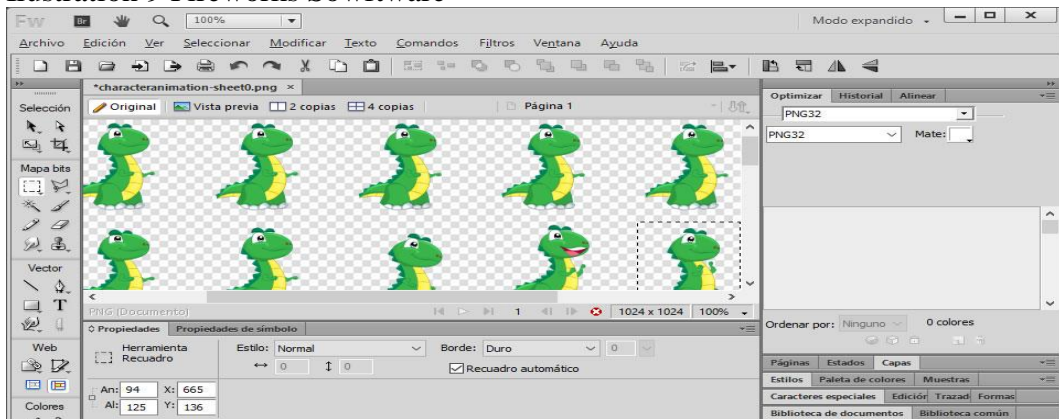


Author: Arianna Karina Soriano De La Cruz

4.7.1 How English Adventures was created

Fireworks

Illustration 9 Fireworks Software



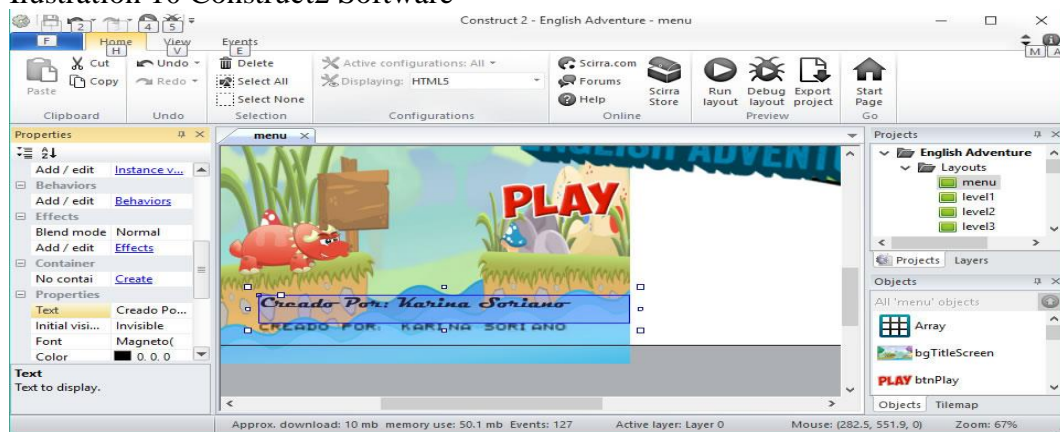
Source: Fireworks Software

Author: Arianna Karina Soriano De La Cruz

First, the software used to create and edit the images, characters and the background of the game is called FIREWORKS of the Adobe Company originally acquired in 2005, which is an image editor that allows to work with vectors, and the movement of the images were created in Sprite Sheet format.

Construct2

Illustration 10 Construct2 Software



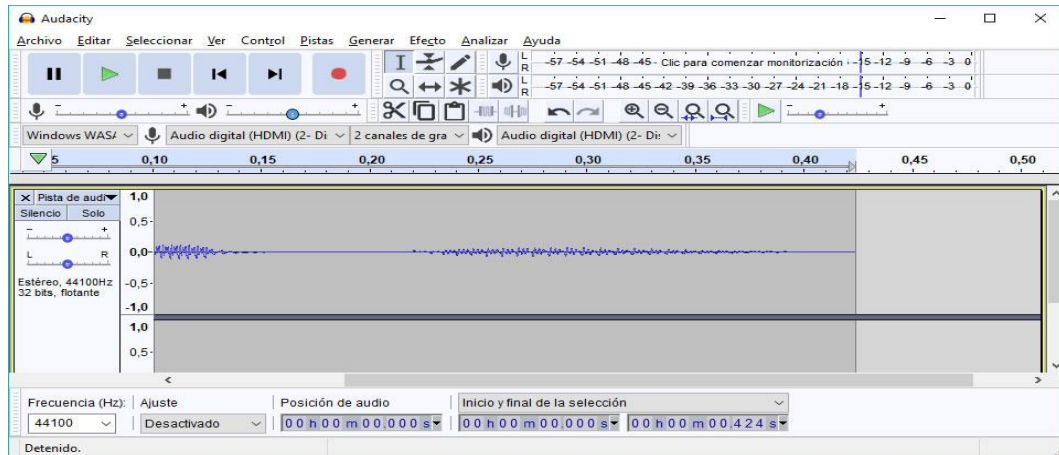
Source: Construct2 Software

Author: Arianna Karina Soriano De La Cruz

Construct 2 is a powerful tool breaking HTML5 game creator designed specifically for 2D games. It allows anyone to build games. Also, Construct2 is other software used in this project to insert the images or give them the movement for the development of the game. Screenshot about personalized images, text and sounds.

Audacity

Illustration 11 Audacity Software



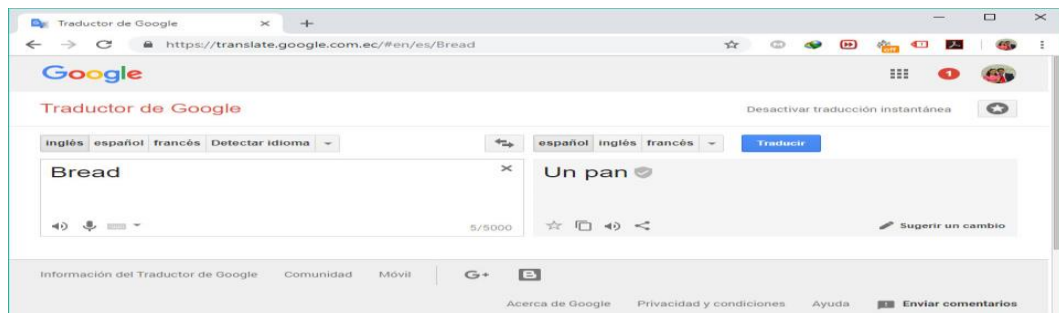
Source: Audacity Software

Author: Arianna Karina Soriano De La Cruz

Audacity is the name of a popular open source multilingual audio editor and recorder software that is used to record and edit sounds. It is free and works on Windows, Mac OS X, GNU/Linux and other operating systems. The audio was captured in OGG format using this editor to record the pronunciation from google translator.

Google Translator

Illustration 12 Google Translator



Source: Internet

It is a free service from Google which allows translating words and listen the pronunciation. Google translator was used to write the word and reproduce the sound which was recorded by Audacity Software.

4.8 Description and Implementation of the Educational Software

Considering the presence of some difficulties respect to the vocabulary about regular, irregular verbs, clothes and food which were shown in a quiz taken with anteriority; the author decided to implement as a solution this educational software “English Adventures” which helped to the students in the learning of English vocabulary.

During the implementation, the students felt comfortable making positive comments about the help of this technological resource.

Although at the first time they felt a little insecure by the technological inexperience, little by little was increasing their interest in it.

It should be noted that the students showed another perspective on education. Also, could be perceived the students had not had any contact with an educational software before.

4.9 Interactive Games Activities

In order to start the activities was necessary to give the directions about the game English Adventure. Making the students understand what is the process to follow


before and after the game. Because the students are going to be evaluated through quiz and exercises in class.

In addition, the game was divided in four sections which are:

- ✓ Regular verbs vocabulary
- ✓ Irregular verbs vocabulary
- ✓ Clothes vocabulary
- ✓ Food vocabulary

These topics are part of an essential lexical of a person, for this reason they were chosen by the author of this research.

4.9.1 Playing English Adventure.

ACTIVITY 1	
IRREGULAR VERBS	
Timing: 20 minutes	Values: Organization and communication
Organization: group	Resources: computers
Topic: Irregular verbs	
Objective: To learn the correct writing and pronunciation of the verbs	
	
<p>Picture 1 Irregular Verbs Level (Jungle) Author: Arianna Karina Soriano De La Cruz</p>	
<p>Procedure:</p> <ul style="list-style-type: none">✓ Teacher gives clear instructions about the game to the students.✓ Students follow the rules to play the game.✓ Students play the game and repeat the verbs that appears in the screen.	

ACTIVITY 2	
IRREGULAR VERBS	
Timing: 20 minutes	Values: Organization and communication
Organization: group	Resources: computers, flashcards
Topic: Irregular verbs	
Objective: To recall the verbs in the jungle level.	
<p>Picture 2 Irregular Verbs Level (Jungle) Author: Arianna Karina Soriano De La Cruz</p>	
<p>Procedure:</p> <ul style="list-style-type: none"> ✓ Play the game for 15 minutes ✓ Repeat the verbs recognize them ✓ Identify what is the verb in the flash card 	

ACTIVITY 3

REGULAR VERBS

Timing: 20 minutes

Values: Organization and communication

Organization: group

Resources: computers

Topic: regular verbs

Objective: To learn the correct writing and pronunciation of the verbs



Picture 3 Regular Verbs Level (Jungle)
Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game
- ✓ Try to memorize the verbs that appear in the screen
- ✓ Encourage the students repeat the regular verbs.

ACTIVITY 4

REGULAR VERBS

Timing: 20 minutes

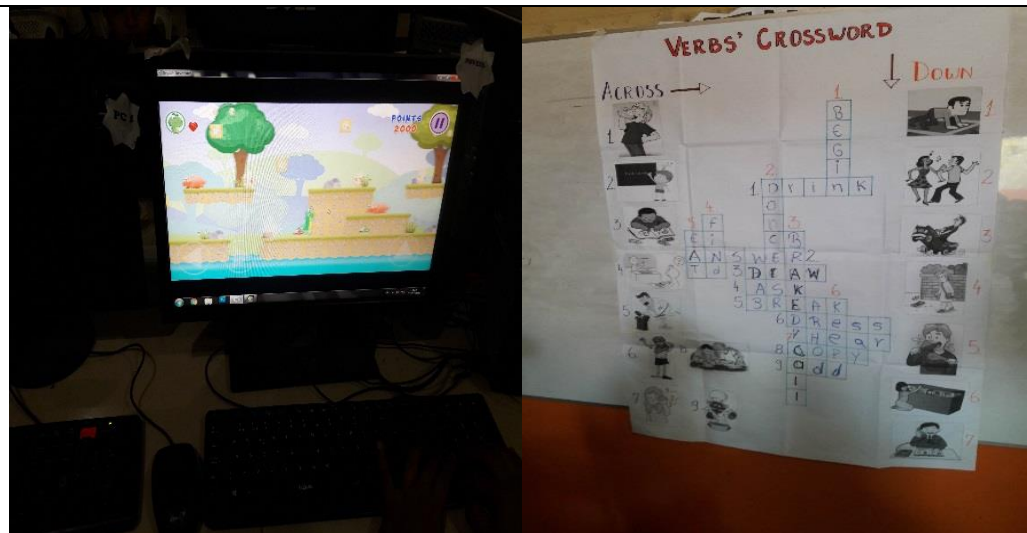
Values: Organization and communication

Organization: group

Resources: computers

Topic: regular verbs

Objective: To learn the correct writing and pronunciation of the verbs



Picture 4 Regular Verbs Level (Jungle)

Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game for 15 minutes
- ✓ Try to remember the regular verbs.
- ✓ Resolve the crossword about regular verbs according to the images.

ACTIVITY 5

CLOTHES

Timing: 20 minutes

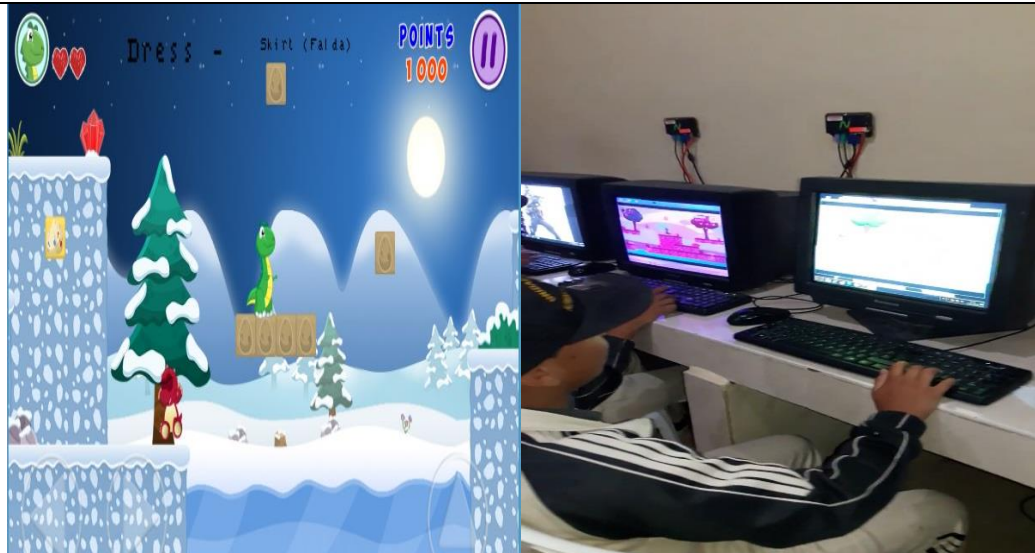
Values: Organization and communication

Organization: group

Resources: computers

Topic: clothes

Objective: To learn the correct writing and pronunciation of the vocabulary



Picture 5 Clothes

Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game
- ✓ Recognize words.
- ✓ Repeat the pronunciation of the words.
- ✓ Complete the level.

ACTIVITY 6

CLOTHES

Timing: 20 minutes

Values: Organization and communication

Organization: group

Resources: computers

Topic: clothes

Objective: To learn the correct writing and pronunciation of the verbs



Picture 6 Clothes

Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game for 10 minutes
- ✓ Students bring clothes to the class.
- ✓ Students wear different clothes.
- ✓ Encourage the students to describe how his or her classmate is dressed.

ACTIVITY 7

FOOD

Timing: 20 minutes

Values: Organization and communication

Organization: group

Resources: computers

Topic: food vocabulary

Objective: To learn the correct writing and pronunciation of the vocabulary.



Picture 7 Food Vocabulary

Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game
- ✓ Identify food vocabulary.
- ✓ Repeat the pronunciation.

ACTIVITY 8

FOOD

Timing: 20 minutes

Values: Organization and communication

Organization: group

Resources: computers

Topic: Food Vocabulary

Objective: To learn the correct writing and pronunciation of the vocabulary.



Picture 8 Food Vocabulary

Author: Arianna Karina Soriano De La Cruz

Procedure:

- ✓ Play the game for 10 minutes
- ✓ Evaluate the knowledge acquired by the game with an exercise about food.

4.9.2 Pre- Test Results

The students from eighth basic grade at Unidad Educativa Alfredo Poveda Burbano who participated in this project took a Pre – Test, the following chart shows the results obtained, which presented a lack of English vocabulary in those students.

Chart 23 Pre-test Results

N°	STUDENTS	QUANTITATIVE	QUALITATIVE				
			N.I.	R.	S.	G.	E.
1	Alban Borbor Nathaly Fernanda	5,5			X		
2	Baquerizo Reyes Jordy Wladimir	3,5		X			
3	Calderon Montalvan Joseline Alejandra	1,5	X				
4	Chele Verdesoto Brithany Jemima	8,0				X	
5	Del Valle Piguave Isaac Israel	3,0		X			
6	Flores Pozo Jostin Alexis	2,5		X			
7	Garcia Velasquez Silvana Belen	5,5			X		
8	Gonzalez Villao Enita Alejandra	5,0			X		
9	Gonzalez Zavala Hamira Shaleth	7,5				X	
10	Guale Malave Juan Carlos	4,0		X			
11	Guerrero Ganda Melanie Magali	2,0	X				
12	Lindao Holguin Steven Antonio	3,5		X			
13	Miranda Flores Gilson Leonardo	6,0			X		
14	Perez Metiga María Fernanda	3,5		X			
15	Plua Cevallo Stephany Michelle	5,5			X		
16	Quimis Lucas Jennifer Hayde	7,5				X	
17	Quinde Villon Dania Brigitte	5,0			X		
18	Ramirez Fernandez Jeremy Elias	5,5			X		
19	Rosado Mero Andrea Angélica	2,0	X				
20	Suarez Beltran Diana Carolina	3,5		X			
21	Suarez Magallan Kerly Adriana	4,0		X			
22	Tomala Gonzabay Holger Josue	4,0		X			
23	Tomala Lainez Erick Sebastian	6,0			X		

N. I. Need Improvement (1-2); R. Regular (3-4); G. Good (5-6); S. Satisfactory (7-8); E. Excellent (9-10)

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.10 Achievement and Expected Results.

4.10.1 Achievements.

1. It is relevant to mention the students who participated and contribute to this proposal were 23 students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano, who have had a low level of English Language learning.
2. In today's education it is important that students and teachers work with technology, due to this resource the students feel more concentrated and get easily the knowledge; for this reason, they enjoy the game "English Adventure"
3. Furthermore, the students had a lack in their English vocabulary, they did not recognize basic words because their previous teachers just have used the traditional method of repetition.
4. Students though the English Vocabulary was bored, but when they play the English Adventure game, they change their perspective of it.
5. This project could create a good expectation to parents and students, because it is an innovative way to develop and improve the students' knowledge.
6. This project could be useful for all the institutions that want their students learn in an enjoyable and funny way the vocabulary.

7. Through the software English Adventure, teachers help the students to keep in their mind some words that enrich their English vocabulary.
8. To finish, this strategy will create a good context of study, making the students feel connected with the knowledge the teacher wants they learn.

4.10.2 Expect Results

The following chart shows the advance the students of eighth basic grade at Unidad Educativa Almirante Alfredo Poveda Burbano had after the application of the educational software English Adventure to improve English Vocabulary.

Chart 24 Post-test Results

N°	STUDENTS	QUANTITATIVE	QUALITATIVE				
			N.I.	R.	S.	G.	E.
1	Alban Borbor Nathaly Fernanda	6,0			X		
2	Baquerizo Reyes Jordy Wladimir	5,5			X		
3	Calderon Montalvan Joseline Alejandra	4,0		X			
4	Chele Verdesoto Brithany Jemima	10,0					X
5	Del Valle Piguave Isaac Israel	6,0			X		
6	Flores Pozo Jostin Alexis	7,5				X	
7	Garcia Velasquez Silvana Belen	9,5					X
8	Gonzalez Villao Enita Alejandra	6,0			X		
9	Gonzalez Zavala Hamira Shaleth	8,0				X	
10	Guale Malave Juan Carlos	8,0				X	
11	Guerrero Ganda Melanie Magali	5,0			X		
12	Lindao Holguin Steven Antonio	5,0			X		
13	Miranda Flores Gilson Leonardo	9,0					X
14	Perez Metiga María Fernanda	4,5			X		
15	Plua Cevallo Stephany Michelle	7,5				X	
16	Quimis Lucas Jennifer Hayde	10,0					X
17	Quinde Villon Dania Brigitte	8,0				X	
18	Ramirez Fernandez Jeremy Elias	6,0			X		
19	Rosado Mero Andrea Angélica	5,5			X		
20	Suarez Beltran Diana Carolina	5,0			X		
21	Suarez Magallan Kerly Adriana	6,0			X		
22	Tomala Gonzabay Holger Josue	8,0				X	
23	Tomala Lainez Erick Sebastian	9,5					X

N. I. Need Improvement (1-2); R. Regular (3-4); G. Good (5-6); S. Satisfactory (7-8); E. Excellent (9-10)

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.10.3 Analysis of the Final Results: Before and After.

Students of eighth basic grade showed at the beginning of the process a little interest in English Vocabulary, because in the test that was taken they have low scores which demonstrated their lack in their lexical. But, it is essential to mention the students were improving with the help of the educational software English Adventure, because then of the 8 sessions of game, they were evaluated with additional activities to measure their advance and prove if the strategy was having good results.

Chart 25 Result of Pre-Test and Post-Test

N°	STUDENTS	QUANTITATIVE PRE-TEST	QUANTITATIVE POST-TEST
1	Alban Borbor Nathaly Fernanda	5,5	6,0
2	Baquerizo Reyes Jordy Wladimir	3,5	5,5
3	Calderon Montalvan Joseline Alejandra	1,5	4,0
4	Chele Verdesoto Brithany Jemima	8,0	10,0
5	Del Valle Piguave Isaac Israel	3,0	6,0
6	Flores Pozo Jostin Alexis	2,5	7,5
7	Garcia Velasquez Silvana Belen	5,5	9,5
8	Gonzalez Villao Enita Alejandra	5,0	6,0
9	Gonzalez Zavala Hamira Shaleth	7,5	8,0
10	Guale Malave Juan Carlos	4,0	8,0
11	Guerrero Ganda Melanie Magali	2,0	5,0
12	Lindao Holguin Steven Antonio	3,5	5,0
13	Miranda Flores Gilson Leonardo	6,0	9,0
14	Perez Metiga María Fernanda	3,5	4,5
15	Plua Cevallo Stephany Michelle	5,5	7,5
16	Quimis Lucas Jennifer Hayde	7,5	10,0
17	Quinde Villon Dania Brigitte	5,0	8,0
18	Ramirez Fernandez Jeremy Elias	5,5	6,0
19	Rosado Mero Andrea Angélica	2,0	5,5
20	Suarez Beltran Diana Carolina	3,5	5,0
21	Suarez Magallan Kerly Adriana	4,0	6,0
22	Tomala Gonzabay Holger Josue	4,0	8,0
23	Tomala Lainez Erick Sebastian	6,0	9,5

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.10.4 Percentage of Improvement

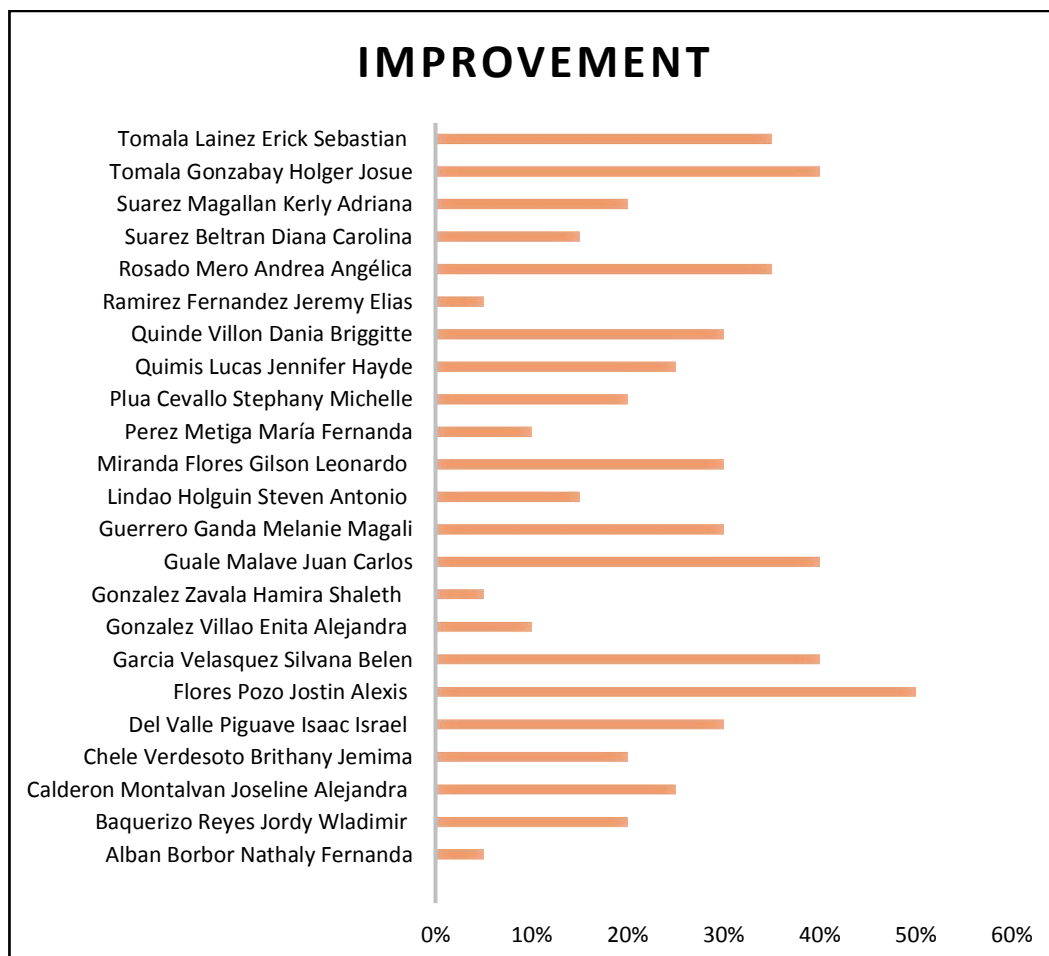
Chart 26 Percentage of Improvement

N°	STUDENTS	PRE-TEST	POST-TEST	IMPROVEMENT
1	Alban Borbor Nathaly Fernanda	5,5	6,0	5%
2	Baquerizo Reyes Jordy Wladimir	3,5	5,5	20%
3	Calderon Montalvan Joseline Alejandra	1,5	4,0	25%
4	Chele Verdesoto Brithany Jemima	8,0	10,0	20%
5	Del Valle Piguave Isaac Israel	3,0	6,0	30%
6	Flores Pozo Jostin Alexis	2,5	7,5	50%
7	Garcia Velasquez Silvana Belen	5,5	9,5	40%
8	Gonzalez Villao Enita Alejandra	5,0	6,0	10%
9	Gonzalez Zavala Hamira Shaleth	7,5	8,0	5%
10	Guale Malave Juan Carlos	4,0	8,0	40%
11	Guerrero Ganda Melanie Magali	2,0	5,0	30%
12	Lindao Holguin Steven Antonio	3,5	5,0	15%
13	Miranda Flores Gilson Leonardo	6,0	9,0	30%
14	Perez Metiga María Fernanda	3,5	4,5	10%
15	Plua Cevallo Stephany Michelle	5,5	7,5	20%
16	Quimis Lucas Jennifer Hayde	7,5	10,0	25%
17	Quinde Villon Dania Brigitte	5,0	8,0	30%
18	Ramirez Fernandez Jeremy Elias	5,5	6,0	5%
19	Rosado Mero Andrea Angélica	2,0	5,5	35%
20	Suarez Beltran Diana Carolina	3,5	5,0	15%
21	Suarez Magallan Kerly Adriana	4,0	6,0	20%
22	Tomala Gonzabay Holger Josue	4,0	8,0	40%
23	Tomala Lainez Erick Sebastian	6,0	9,5	35%
TOTAL AVERAGE		4,52	6,93	24%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

Graph 8 Post Improvement



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.10.5 Pre- test and Post test Results

The following chart shows the improvement the students had after they used the educational software called English Adventure, due to the students from eighth basic grade had a low level in the acquisition of English vocabulary. By the way, the result obtained in the Pre-Test was about 4,52 as a general average of the class;

although after the implementation of the Software this result increased, giving a total average about 6,93 which is an improvement of 24 percent in the acquisition of new words in the English Vocabulary using a funny and enjoyable strategy.

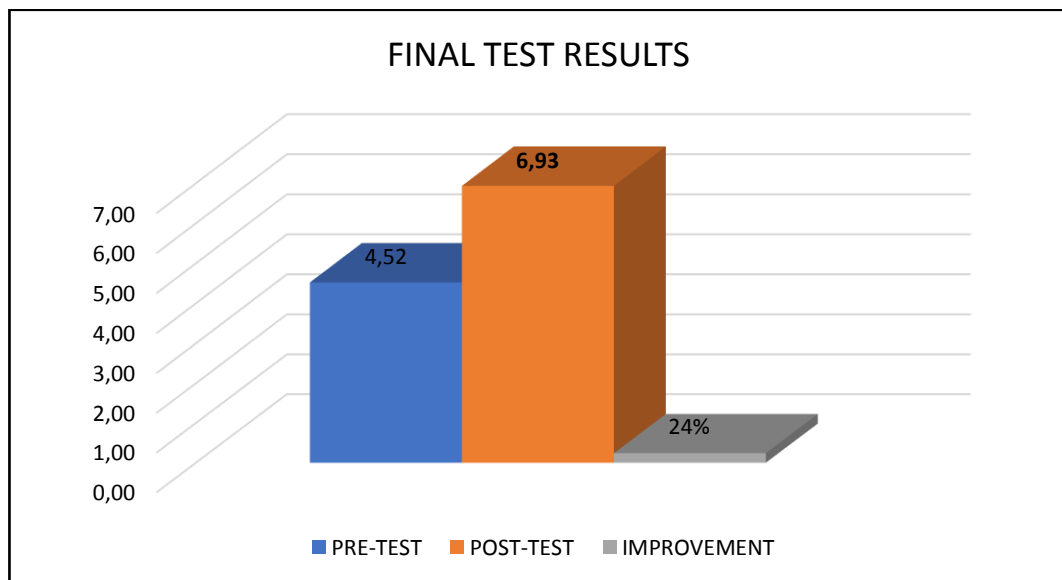
Chart 27 Test Results

GENERAL TABLE		
PRE-TEST	POST-TEST	IMPROVEMENT
4,52	6,93	24%

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

Graph 9 Statistical Graphic of the Final Test Results



Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.10.6 Strategies of improvement

Chart 28 Strategies of improvement

Before the proposal	After the proposal
<ul style="list-style-type: none"> ✓ Students think the English vocabulary is boring. ✓ Traditional methods to introduce the vocabulary. ✓ Lack of motivated classes. ✓ There is not a good environment of learning. ✓ Lack in the acquisition of words. 	<ul style="list-style-type: none"> ✓ Students change their perspective about learning English vocabulary ✓ Educational software to improve English vocabulary. ✓ Interaction between students. ✓ Students enjoy the context where they are learning. ✓ Improvement in the English vocabulary.

Source: Strategies of Improvements
 Author: Arianna Karina Soriano De La Cruz

4.11 Conclusions and Recommendations

4.11.1 Conclusions

1. English is a globalized language that contributes to the development of communication in different parts of the world, for this reason the objective of this project is to help the students to enrich their English Vocabulary for a better understanding.
2. With the use of the Software called English Adventure, is possible provide a new strategy to introduce a new English vocabulary in an easy and enjoyable way.
3. If the institution provides this software, it could help the students from eighth basic grade to have a new perspective of the teaching – learning process.
4. The use of the technology is a good resource to engage the students with the knowledge because they use it all the time. The best way to do it, was the implementation of an Educational software which is a game developed for improving the English vocabulary that obtained a great acceptance in the students, showing a 24% percent in the improvement.

4.11.2 Recommendations

1. It is recommended that students practice with the English vocabulary all the time to have better results.
2. To suggest the teachers, use fun strategies to improve and motivate the learning of English vocabulary.
3. To use the English Adventure Software in the institution and home.
4. It is necessary that teachers evaluate the students with additional activities to measure the knowledge acquired and analyze the student's progress.

Chart 29 Timetable

N°	ACTIVITIES	2018-2019																																	
		JUNE		JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	TOPIC APPROVAL		X	X																															
2	MEETING TUTORS				X	X																													
3	CHAPTER I						X	X	X																										
4	DELIVERY OF CHAPTER I								X	X																									
5	CHAPTER II									X	X	X	X																						
6	DELIVERY OF CHAPTER II													X	X																				
7	CHAPTER III														X	X	X	X	X																
8	DELIVERY OF CHAPTER III																		X	X	X														
9	CHAPTER IV																					X	X	X	X	X	X	X							
10	DELIVERY OF CHAPTER IV																											X	X						
11	REVIEW OF THE TESIS DRAFT																													X					
12	DELIVERY OF FINAL PROJECT.																													X	X				
13	PRE DEFENSE OF TESIS																														X				
14	DEFENSE OF TESIS																															X			
15	GRADUATION																															X			

Source: Strategies of Improvements

Author: Arianna Karina Soriano De La Cruz

4.12 Resources

4.12.1 Technological Resources

Chart 30 Technological Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Laptop	1	\$ 700,00	\$ 700,00
Speakers	5	\$ 18,00	\$ 90,00
Flash Memory	1	\$ 12,00	\$ 12,00
Headphones	5	\$ 10,00	\$ 50,00
Photographic Camera	1	\$ 150,00	\$ 150,00
English Adventures Software	1	\$ 400,00	\$ 400,00
Printer	1	\$ 200,00	\$ 200,00
TOTAL			\$ 1.602,00

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.12.2 Financial Resource

Chart 31 Financial Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Internet Service (month)	9	\$ 10,00	\$ 90,00
Transport (month)	9	\$ 25,00	\$ 225,00
Pack of Paper	3	\$ 3,00	\$ 9,00
Markers Pack	1	\$ 10,00	\$ 10,00
Printer Ink	4	\$ 12,00	\$ 48,00
TOTAL			\$ 382,00

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

4.12.3 Total Resources

Chart 32 Total Resources

Total Expenses	
Technology Resources	\$ 1.602,00
Financial Resources	\$ 382,00
Total	\$ 1.984,00

Source: Unidad Educativa Almirante Alfredo Poveda Burbano.

Author: Arianna Karina Soriano De La Cruz

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APPENDIXES

Attachment 1 Institution's Consent Letter

**UNIDAD EDUCATIVA**
ALMIRANTE "ALFREDO POVEDA BURBANO"
JOSÉ LUIS TAMAYO – SANTA ELENA – ECUADOR
0996891209 – 042902070 – alfredo_poveda_burbano@hotmail.com

Ministerio
de Educación

CARTA DE ACEPTACIÓN

Salinas, 30 de Abril del 2018

Señorita
Arianna Karina Soriano De La Cruz
EGRESA DE LA CARRERA LICENCIATURA EN INGLÉS DE LA UNIVERSIDAD
ESTATAL PENÍNSULA DE SANTA ELENA
Ciudad.

De nuestras consideraciones:

Yo, MSc. Sonia Marlene Peláez Duarte, en calidad de Rectora de la "UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO", a petición de la Señorita Arianna Karina Soriano De La Cruz, me honro en comunicarle que cuenta con mi aceptación para la ejecución de su Proyecto de Titulación, cuyo tema es **"FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019"**, por lo que le brindaré las facilidades a fin que pueda cumplir con vuestro objetivo.

Atentamente,


MSc. Sonia Marlene Peláez Duarte
Rectora


"Porque Jehová da la sabiduría y de su boca viene el conocimiento y la inteligencia" Prov. 2-6

Attachment 2 Institution's Certificate of Completion of Research



UNIDAD EDUCATIVA
ALMIRANTE "ALFREDO POVEDA BURBANO"
JOSÉ LUIS TAMAYO – SANTA ELENA – ECUADOR
0996891209 – 042902070 – alfredo_poveda_burbano@hotmail.com



Salinas, 13 de Noviembre del 2018

MSC. SONIA MARLENE PELÁEZ DUARTE,
DIRECTORA DE LA UNIDAD EDUCATIVA
"ALMIRANTE ALFREDO POVEDA
BURBANO".
A PETICIÓN VERBAL DE PARTE
INTERESADA:

CERTIFICA:

Que la Señorita: **ARIANNA KARINA SORIANO DE LA CRUZ, C.I. 2400115644**, realizó en nuestra Institución Educativa su trabajo de investigación previo a la obtención del Título de Licenciada en Inglés con el tema: **"FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019"**.

Es todo lo que puedo informar en honor a la verdad y Autorizo a la Señorita Arianna Karina Soriano De La Cruz, dar al presente documento el uso que estime conveniente.

Lo Certifico,

Atentamente,

MSc. Sonia Marlene Peláez Duarte
Directora

"Porque Jehová da la sabiduría y de su boca viene el conocimiento y la inteligencia" Prov. 2-6

Attachment 3 Interview Direct to the Specialist of English Language



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

Dear SPECIALIST, this interview will contribute to obtain important data for the research paper titled **“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”**, please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

Question 1. - Do you consider that English is important in today's education?

Question 2. - How do you consider English classes should be?

Question 3. - Do you think that English teachers implement the right strategies and methods in classes?

Question 4. - Do you consider students develop their English vocabulary satisfactorily?

Question 5. - Do you consider better strategies could help students to improve their English vocabulary?

Question 6. - How can you define a fun based learning?

Question 7. – What are the advantages of using fun based learning in the classroom?

Thanks for your collaboration

Attachment 4 Interview Direct to Principal



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

Dear PRINCIPAL, this interview will contribute to obtain important data for the research paper titled **“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”**, please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

Question 1. - Do you consider English is important in today's education?

Question 2. - Do you think the teachers implement the right strategies and methods in classes?

Question 3. - Do you consider the students from this institution have develop their English vocabulary?

Question 4. - Do you think students from this institution appreciate the English vocabulary?

Question 5. - Do you consider that more strategies will help the acquisition of English vocabulary?

Question 6. - Have you ever heard about fun based learning to improve English vocabulary in students.

Question 7. - Do you think the fun based learning could help students from this institution to improve English vocabulary?

Question 8. - Would you be prepared to implement the use of fun based learning in your institution?

Thanks for your collaboration

Attachment 5 Interview Direct to English Teacher



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLES
ENGLISH TEACHER'S INTERVIEW

Dear ENGLISH TEACHER, this interview will contribute to obtain important data for the research paper titled **“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”**, please take 5 minutes to answer the questions with confidence; all the answers will be used absolutely for this work. Thanks in advance.

Question 1.- Do you think that English is important in today's education?

Question 2.- Do you think English teacher implement the right strategies or methods in classes?

Question 3. - Do you consider the students from this institution have developed their English vocabulary effectively?

Question 4. - Do you think students from this institution like English vocabulary?

Question 5. - Do you consider that more appropriate strategies could contribute the students' vocabulary?

Question 6.- Have you ever heard about fun based learning with a software to improve on the vocabulary in English? Yes/No.

Question 7.- Do you think that fun based learning could improve the English vocabulary in students from this institution?

Question 8.- would you be prepared to implement the use of fun based learning with a software to improve the English vocabulary in students from this institution.

Thanks for your collaboration

Attachment 6 Survey Direct to Students



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLES
ENCUESTA A ESTUDIANTES

Estimado estudiante, reciba un cordial saludo. La presente encuesta tiene como finalidad obtener información importante para la elaboración del Proyecto de Tesis con el tema “**FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO**”, de la Universidad Estatal Península De Santa Elena. Presente indagación depende de la objetividad y sinceridad de sus respuestas, por lo cual no es necesario el registro de su nombre. Las respuestas obtenidas serán tratadas con carácter confidencial y serán únicamente para la contribución de esta investigación.

MARQUE CON UNA (X) LA RESPUESTA

1. ¿Te gustan las clases de inglés?
SI _____ NO _____
¿Por qué? _____
2. ¿Cuándo recibes clases de inglés, tu profesor usa la tecnología?
SI _____ NO _____
¿Por qué? _____
3. ¿Consideras importante el uso de la tecnología en la educación?
SI _____ NO _____
¿Por qué? _____
4. ¿Con que frecuencia practica usted vocabulario en inglés?
SI _____ NO _____
¿Por qué? _____
5. ¿Conoces algún software donde puedas practicar el vocabulario de inglés?
SI _____ NO _____
¿Por _____ qué?
6. ¿Te gustaría mejorar tu vocabulario de inglés?
SI _____ NO _____
¿Por _____ qué?

¡Gracias por su tiempo!

Attachment 7 Observation protocol model

OBSERVATION PROTOCOL.

SCHOOL: _____

CLASS: _____

OBSERVATION #: _____

OBSERVER INVOLVEMENT: _____

DATE: _____

TIME: _____

DURATION OF OBSERVATION: FROM _____ TO _____

OBSERVATION:

THINGS I WILL EXPECT TO OBSERVE

How engage students to work in group

How is presented the vocabulary

Timing (e.g., use the time effectively)

Student's roles (how they perform their roles)

Resources applied in class (material)

Emotions (the reaction of the students to the new knowledge)

Descriptive Notes	Reflective Notes

Author: Arianna Soriano De La Cruz

Attachment 8 Diagnostic Test



UNIVERSIDAD ESTADAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLES
PRE-TEST

EVALUATIONS
N. I. Need Improvement (1-2); R. Regular (3-4); G. Good (5-6); S. Satisfactory (7-8); E. Excellent (9-10)

Student's name:

Date:

Grade:

RUBRIC	N.I.	R.	G.	S.	E.
Recognizing Regular and Irregular verbs sound					
Recognizing Regular and Irregular verbs writing					
Identifying the meaning of the verbs					
Identifying the clothes vocabulary					
Correct pronunciation of clothes vocabulary					
Recognizing food vocabulary					
Correct Pronunciation of food vocabulary					

OBSERVATION:

Author: Arianna Soriano De La Cruz

Attachment 9 Post Test



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLES
POST-TEST

EVALUATIONS
N. I. Need Improvement (1-2); R. Regular (3-4); G. Good (5-6); S. Satisfactory (7-8); E. Excellent (9-10)

Student's name:

Date:

Grade:

RUBRIC	N.I.	R.	G.	S.	E.
Recognizing Regular and Irregular verbs sound					
Recognizing Regular and Irregular verbs writing					
Identifying the meaning of the verbs					
Identifying the clothes vocabulary					
Correct pronunciation of clothes vocabulary					
Recognizing food vocabulary					
Correct Pronunciation of food vocabulary					

OBSERVATION:

Author: Arianna Soriano De La Cruz

Attachment 10 Transcription of Focus group

Moderator	¿Cuál es tu opinión acerca de la importancia del idioma Inglés en la educación de hoy?
Chele	El inglés es importante para las personas porque todas las personas usan este lenguaje para comunicarse y conocer amigos alrededor del mundo usando la tecnología.
Del Valle	La enseñanza del inglés es demasiado importante para los estudiantes porque algunas personas no saben nada acerca de este lenguaje, tomando en cuenta que este lenguaje le ayuda a conocer acerca de los lugares y sus culturas.
García Velásquez	El inglés es importante para todos debido a que en todos los trabajos es un requisito hablar este idioma.
Moderator	¿Como deberían ser las clases de inglés?
Calderon	Las clases de inglés deberían ser enseñadas con recursos tecnológicos como el uso de internet.
Albán	Los profesores deberían usar la tecnología y hacer que los estudiantes se sientan confortados con el ambiente donde estudian.
Baquerizo	Las clases de inglés deberían ser más dinámicas y divertidas.
Pérez	Las clases necesitan la interacción de los estudiantes.
Calderon	Las clases de inglés deberían ser motivadoras.
Moderator	¿Crees que los profesores de inglés emplean las estrategias correctas para las clases?
Guerrero	Antes yo no sabía nada de inglés, pero ahora yo me siento feliz con mi progreso.
Lindao	Ahora los profesores usan la tecnología, pero los estudiantes se sienten asustados con esto.
Miranda	Si, los profesores usan la tecnología, pero muy poco.
Moderator	¿Qué piensas del desarrollo del vocabulario en inglés? ¿Has visto progreso?
Guerrero	Los profesores desean tener buenos resultados, pero la forma en la que ellos explican no da buenos resultados.

Gonzalez	Bien, en mi opinión yo si he visto progreso porque ya los profesores no usan el método tradicional de repetir las palabras, lo cual no daba un buen resultado de aprendizaje.
Flores	Ahora los profesores buscan nuevas formas de presentar un vocabulario y comprometer a los estudiantes con el nuevo conocimiento, usando la tecnología, lo cual es bueno porque así puedo aprender más de este idioma.
Moderator	¿Consideras que el uso de esta herramienta puede ayudar a la mejora del vocabulario en inglés?
Del Valle	Si el uso de esta herramienta podría ayudar tanto a profesores como a estudiantes en el proceso de enseñanza – aprendizaje.
Lindao	¡Si! Esto podría ayudar a aprender más acerca de un vocabulario presentado en clases.
Guerrero	Para mí esto ayuda mucho en la adquisición de nuevas palabras y del uso de ellas.
Moderator	¿Por qué consideras que el vocabulario en ingles no es divertido?
Chele	Debido al método tradicional en la que los profesores suelen mostrarlo.
Guerrero	Yo creo que el vocabulario en inglés es considerado aburrido debido a que los docentes no usan métodos que ayuden a la adquisición del mismo.
Baquerizo	Para mí el vocabulario en ingles si es divertido porque aprendo más.
Lindao	Si los profesores saben presentar el vocabulario de inglés con nuevas estrategias sería divertido.
Calderon	Quizas no es considerado divertido debido a la unidad estudiada, puede que no sea del agrado o gusto del estudiante.
Moderator	¿Qué piensas acerca del uso de un software para mejorar el vocabulario en inglés?
Pérez	Yo pienso que es una buena idea que desarrollará nuestro interés en la clase.

González	El uso de un software es algo interesante que nos ayudaría a tener clases divertidas que captaría nuestra atención.
Guerrero	Para mí sería divertido porque me gusta trabajar en la computadora y haríamos uso del laboratorio.
Moderator	¿Cuál es tu opinión acerca del uso de tecnología en la clase de inglés
Calderon	En mi opinión es una buena estrategia.
Del Valle	La tecnología ayuda a los estudiantes a interesarse más en las clases.
Moderator	¿Qué piensas acerca del uso de actividades divertidas para mejorar el vocabulario en inglés?
Del Valle	Para mí es bueno saber que los profesores pueden implementar nuevos métodos de enseñanza.
Miranda	Sería genial, porque los estudiantes disfrutamos las actividades en clases para no aburrirnos.
Plua	Si los profesores las usaran, obtendrían mejores resultados en la enseñanza.

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CARRERA DE LICENCIATURA EN INGLÉS



La Libertad, 21 de noviembre del 2017

CERTIFICACIÓN DEL DIRECTOR DE TESIS

El suscrito, JEANNETTE CEVALLOS ALCÍVAR, tutor del trabajo de titulación del egresado ARIANNA KARINA SORIANO DE LA CRUZ.

CERTIFICO:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación **“FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”**, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto, solicito se dé el trámite legal correspondiente.

Particular que informo para los fines correspondientes.

Atentamente,

A handwritten signature in blue ink that reads 'Jeannette Cevallos Alcivar'.

Lcda. Jeannette Cevallos Alcivar MSc.
DOCENTE TUTOR

Attachment 12 Antiplagiarism Certificate

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La Libertad, 21 de noviembre de 2018

CERTIFICADO ANTIPLAGIO
008-TUTOR JECA-2018

En calidad de tutor del trabajo de titulación denominado “FUN BASED LEARNING TO IMPROVE VOCABULARY IN STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO. SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”, elaborado por la estudiante ARIANNA KARINA SORIANO DE LA CRUZ, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de 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 5% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink that reads 'Jeannette Cevallos Alcívar'.

Lcda. Jeannette Cevallos Alcívar MSc.
C.I. 0907928089
DOCENTE TUTOR

URKUND

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Presentado: 2018-09-20 21:18 (-05:00)

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>	http://repo.iain-tulungagung.ac.id/8307/5/CHAPTER%20II.pdf
>	TESIS FINAL-Jessica Fabiola Villamar Tomalá.docx
>	thesis Maritza Rodriguez and Paola Montece Urkund.docx
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PICTURES



Picture 9 Interview with the First Specialist



Picture 10 Interview with the Second Specialist



Picture 11 Interview with the Principal



Picture 12 Interview with the English Teacher



Picture 13 Focus Group with students



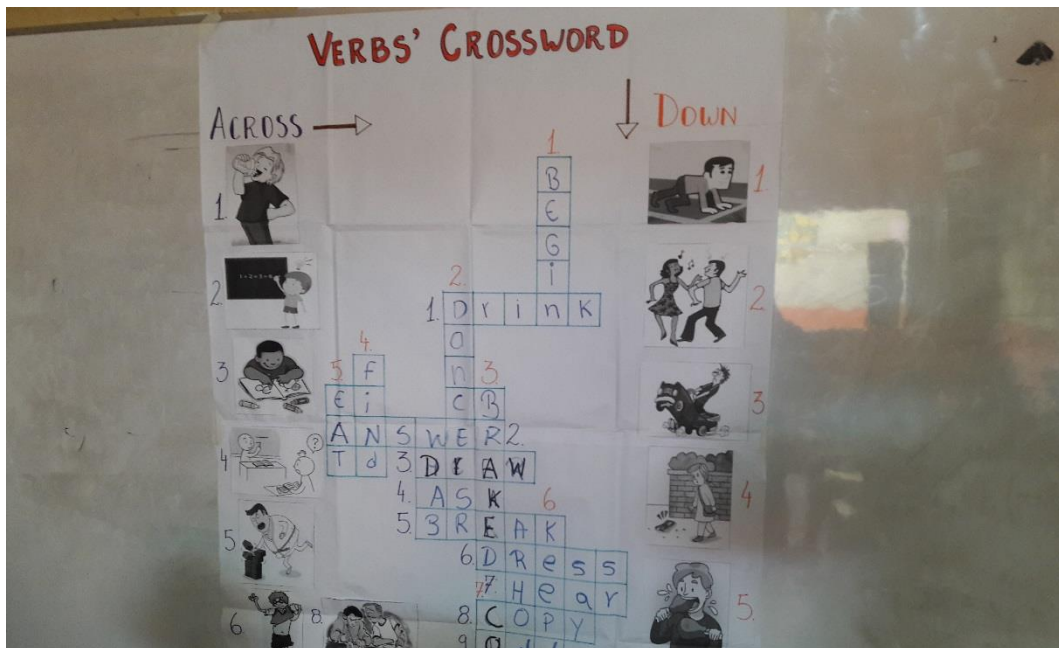
Picture 14 Practicing with the vocabulary about regular verbs



Picture 15 Practicing with Flash Cards



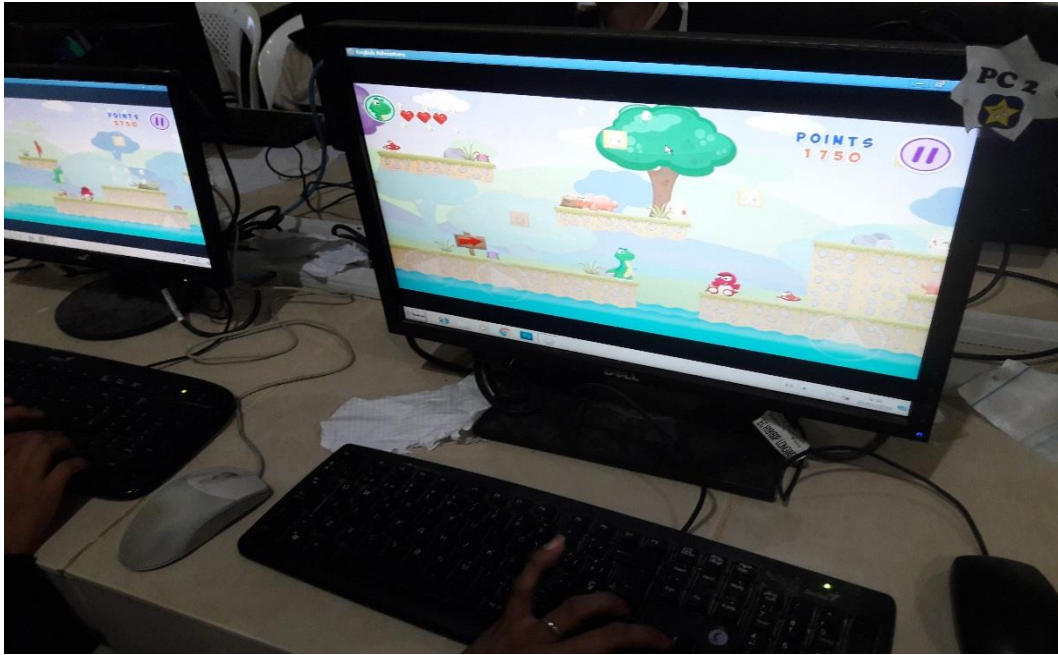
Picture 16 Recalling the vocabulary learnt



Picture 17 Activity after playing English Adventure



Picture 18 Practicing with English Adventure game



Picture 19 Getting a score in English Adventure Game



Picture 20 Checking the progress of the students



Picture 21 Practicing with the vocabulary



Picture 22 Going on to the next level