TOPIC:
TEACHING WRITING STRATEGIES TO REINFORCE BASIC VOCABULARY APPLIED TO STUDENTS OF NINTH YEAR OF BASIC EDUCATION OF THE UNIDAD EDUCATIVA “NUEVE DE OCTUBRE”

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY

AUTHORS
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TUTOR
Msc. RODRIGO GUERRERO SEGURA

ACADEMIC YEAR
2017 - 2018
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL
CARRERA:
PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN: Lenguas y Lingüística

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Guayaquil, Julio del 2017

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De nuestras consideraciones:

En virtud de la resolución del H. Consejo Directivo de la Facultad de fecha 20 de octubre del 2016, en la cual se me designo Consultor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística.

Tengo a bien informar lo siguiente:

Que los egresados: Bravo Eugenio Dolores Emilia e Intrigio Bulgarin Joseline Esther, diseñaron y ejecutan el proyecto de investigación con el tema: "TEACHING WRITING STRATEGIES TO REINFORCE BASIC VOCABULARY", Propuesta: "DESING OF A DIDACTIC GUIDE WITH BASIC VOCABULARY", el mismo que cumplió con las directrices y recomendaciones dadas por el suscrito.

Los participantes han ejecutado satisfactoriamente las diferentes etapas constitutivas del proyecto: por lo expuesto se procede a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

ATENTAMENTE

Msc. Rodrigo Guerrero
CONSULTOR
DEDICATION

First, I give thanks to God for giving me the wisdom and strength to successfully complete the present project, my husband and son for their unconditional support, helping me in my study period and also my family. Acknowledgments to the authorities teachers and students of ninth grade of Unidad Educativa Nueve de Octubre allowing us to work with them. To my classmates in the University for Always being together in good and bad situations, giving us the courage to fight for our dreams, who in one way or another gave me their sincere friendship.

Dolores Emilia Bravo Eugenio
DEDICATION

First, I thank God for giving me the wisdom to successfully complete the present project, my dad, mom, sister, brothers, my husband and my son because they gave me their unconditional support by understanding and helping me in every step I took during my study period giving me advices and strength to continue with this process. A thank you to my friends who together have shared beautiful moments and a special thanks to Karin Del Cioppo for their great support at all times.

Intriago Bulgarin Joseline Esther
ACKNOWLEDGEMENT

A great deep thanks to God who gave us wisdom, health and intelligence, to carry out the present project and to reach our goal.

To our families, who for their love and unconditional support at all times we have been able to culminate this project.

And it is important to mention our gratitude to our Msc. tutor Rodrigo Guerrero who is our academic consultant for being our guide giving us all his support and experience, every day during the development of this project.

Dolores Emilia Bravo Eugenio
ACKNOWLEDGEMENT

A great thank you to God who gave me wisdom, health and intelligence, to carry out the present project and reach my goal.

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And it is important to mention my gratitude to my friends for their support and expertise provided.

Intriago Bulgarin Joseline Esther
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**TITULO Y SUBTITULO:** TEACHING WRITING STRATEGIES TO REINFORCE BASIC VOCABULARY.  
Design of a didactic guide with basic vocabulary for the Teachers and Students’ in students of ninth Grade of Basic Education at Unidad Educativa “Nueve de Octubre ” School, Olmedo Parish, District 3, Guayaquil City, Guayas-Ecuador  

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**CARRERA:**  
LICENCIATURA EN LENGUAS Y LINGÜÍSTICA  

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|-----------------| EDUCACION - LENGUAJE EXTRANJERO |

| PALABRAS CLAVE: | |
|----------------| Reinforcement, Writing, Students, Teachers, Vocabulary, Strategies. |

**RESUMEN:** This project is based on providing teachers with pedagogical strategies that will support the development of basic understanding and learning skills in students thus improving their writing. In a room with a large number of students and little teaching resources, it is difficult to find an easy way to develop skills needed to reinforce an acquired basic vocabulary and with this aim to build skills without restrictions and to allow them to have confidence in The students to show their knowledge and ideas the counselors have to integrate innovative methods, techniques and, especially, educational strategies. It is of great importance to involve aspects that are familiar to the students, This project aims to help and facilitate the work to the teachers applying it in the students so as to have an improvement in their learning |

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<th>TÍTULO Y SUBTÍTULO: Estrategias de enseñanza en la escritura para reforzar vocabulario básico. Diseño de una guía didáctica con vocabulario básico de los docentes y alumnos de los alumnos del noveno curso de educación básica de la Unidad Educativa de la Escuela Nueve de Octubre de la parroquia de Olmedo, Distrito 3, Guayaquil, Guayas Ecuador</th>
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| PALABRAS CLAVE: | Refuerzo, Escritura, Estudiantes, Profesores, Vocabulario, Estrategias. |

| RESUMEN: | Este proyecto se basa en proporcionar a los docentes estrategias pedagógicas que apoyen el desarrollo de la comprensión básica y las habilidades de aprendizaje en los estudiantes mejorando así su escritura. En una sala con un gran número de estudiantes y escasos recursos didácticos, es difícil encontrar una manera fácil de desarrollar las habilidades necesarias para reforzar un vocabulario básico adquirido y con este objetivo construir habilidades sin restricciones y permitirles tener confianza en los estudiantes para mostrar sus conocimientos e ideas los consejeros tienen que integrar métodos innovadores, técnicas y, especialmente, estrategias educativas. Es de gran importancia involucrar aspectos que son familiares a los estudiantes. Este proyecto tiene como objetivo ayudar y facilitar el trabajo a los profesores aplicándolo en los estudiantes para que tengan una mejora en su aprendizaje. |

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THEME: “TEACHING WRITING STRATEGIES TO REINFORCE BASIC VOCABULARY ACQUIRED”

PROPOSAL:
Design of a didactic guide with basic vocabulary for the Teachers and at students of ninth Grade of Basic Education at Unidad Educativa “Nueve de Octubre”

AUTHORS: Bravo Eugenio Dolores Emilia and Intriago Bulgarin Joseline Esther

TUTOR: Msc. Rodrigo Guerrero

ABSTRACT
This project is based on providing teachers with pedagogical strategies that will support the development of basic understanding and learning skills in students thus improving their writing. In a room with a large number of students and little teaching resources, it is difficult to find an easy way to develop skills needed to reinforce an acquired basic vocabulary and with this aim to build skills without restrictions and to allow them to have confidence in The students to show their knowledge and ideas the counselors have to integrate innovative methods, techniques and, especially, educational strategies. It is of great importance to involve aspects that are familiar to the students, this project aims to help and facilitate the work to the teachers applying it in the students so as to have an improvement in their learning

KEYWORDS: Reinforcement, Writing, Students, Teachers, Vocabulary, Strategies.
TEMA: "ENSEÑANDO ESTRATEGIAS ESCRITAS PARA REFORZAR VOCABULARIO BÁSICO"

PROPUESTA: "Diseño de una guía didáctica con vocabulario básico de los docentes y alumnos de los alumnos del noveno curso de educación básica de la Unidad Educativa "Nueve de Octubre"

AUTORES: Bravo Eugenio Dolores Emilia e Intriago Bulgarin Joseline Esther

TUTOR: Msc. Rodrigo Guerrero

RESUMEN

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PALABRAS CLAVE: Refuerzo, Escritura, Estudiantes, Maestros, Vocabulario, Estrategias.
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INTRODUCTION

The substantial improvement of education in our country has set an important goal, to provide Ecuadorian students with the reinforcement to help them develop their potential in the English language, creating students with bilingual skills. Nowadays students must be prepared to live in a more international, multicultural and multilingual world. In addition, our country has committed itself as a member of the European Union to promote knowledge of other Community languages.

For its part, the Council of Europe in the European Common Reference Framework for the learning of foreign languages establishes guidelines both for language learning and for the assessment of competence in the different languages of a speaker. These guidelines have been a key reference for the development of AREA CURRICULUM. In primary education, competence is still very basic in the foreign language, so throughout the whole period, knowledge, skills and experiences in the languages that children know how to understand and construct meanings, structures, strategies and the use of the vocabulary acquired during their learning.

This project is designed to provide the teacher with the necessary strategies by helping students to develop their skills and use the English language to understand, speak, converse, read and write, so their use should be the starting point from the Beginning of learning. Allowing that learners to participate in acts of communication. The main engine of this research is to contribute to raise the level of students who deserve the best education possible. It not only works on the reinforcement part of the basic vocabulary, but also on the emotional side in which students may feel motivated to retain and remember the knowledge they acquire and already have.
The problems encountered at Unidad Educativa Nueve de Octubre in ninth grade helped in researching methods to implement the extra material that will help the teacher to develop his class with the student in an enjoyable way. And achieve objectives that will reinforce meaningful learning.

CHAPTER I: THE PROBLEM

This chapter includes: Location of the Problem in context, Conflict Situation, Causes and Consequences, Delimitation of the Problem, Formulation of the Problem, Variables of the Investigation, Evaluation of the Problem, General Objective and Specific Objectives, Questionnaire, Justification, Hypothesis.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter includes: Research Background, Theoretical Basis: Teaching Strategies, Influence and importance, Types of Teaching Strategies; Reinforce, Basic Vocabulary, Parts of Basic vocabulary, Types of Vocabulary; Epistemological Foundation: NVC, Pragmatics; Pedagogical Foundation, Psychological Foundation, Sociological Foundation, and Legal Basis.

CHAPTER III: THE METHODOLOGY

This chapter includes: Antecedents, Types of Research: Field research, Bibliographic Research, Qualitative Research, Quantitative Research, Descriptive Research, Explanatory Research, Exploratory Research, Scientific Research; Scientific Process: Direct Observation, Induction,

CHAPTER IV: THE PROPOSAL

This chapter includes: Title, Justification, General and Specific Objectives, Theoretical Aspects; Linguistic Aspect, Pedagogical Aspect, Legal, Sociological Aspect, Psychological Aspect, Feasibility of Its Application, Description Of The Proposal, Language Art Applied, Conclusion.

APPENDIXES

CHARTER I

THE PROBLEM

CONTEXT OF INVESTIGATION

This project is important because through Teaching Writing Strategies improve the basic vocabulary acquired, it is not easy when the resources are not used correctly and they do not facilitate the teaching–learning process of the foreign languages. Understanding is even more in the case of the students of ninth grade at Unidad Educativa Nueve de Octubre, where this project is developing and it is necessary to have adequate strategies to help the guider in class and complete the coaching successfully. Since the communicative language approach will shape the teaching and learning practices in the classrooms, both teachers and learners are enthusiastically invited to make use of an English language, using strategies as well as a basis for the reflection on current educational environment.

Using the English vocabulary learners could read, listen and write, through questions, answers and pronunciation. Every day the students will learn new words and could communicate with their friends. Learning the vocabulary scholars will use all they have learned practicing with roommates, with family, etc. The English is not easy, teachers we must look for methods and strategies for what the students like it. With the vocabulary the tutor must use pictures, photo, movies to do interesting the class; this will contribute to the learning process in a positive manner for
every student have an additional resource to aid them in their language acquisition process.

The English open windows to the world unlock doors to opportunities, and expand their minds to the understanding of new ideas and other cultures. To develop any project it is essential consider the complete context of investigation because it requires an authorization and it was given by the principal who is in charge, Msc. Daniel Flores. Then, there is an imperative proposal to elaborate a support guide for the teacher because students need pedagogical instructions with all the techniques to the teacher need to observe and confirm the progress of the students and conclude each class session with a culminating productive activity that demonstrate their ability to use new words, new vocabulary and new grammar. This motivates students and keeps them eager to continue their study of English and it build their pride in being able to speak and write English.

**CONFLICT- SITUATION**

The teachers in the college do not use few strategies, methods and techniques of listening, reading and writing. These are less motivational activities and reduction of teaching resources to work with the students on the English vocabulary acquired. This situation has significant affected the level of knowledge in the classroom. There are negative or positive experiences between the teacher and 40 students in the English class environment they demonstrate that there is no a constant writing, reading, therefore are not enough didactic resources.

Regarding to the process of comprehensive training the teacher sometimes not apply strategies or adequate resources to develop the words in English, this is the reason because the students cannot use knowledge gained trough vocabulary. Then these limit and make the
learners unmotivated and do not work in class and a harmonious development of these skills is not achieved by them. As well it is necessary to keep permanently being trained in the implementation of strategies, methods, techniques and creative activities. It is additionally observed that many students fail to develop their potential creative to apply vocabulary in a conversation to read or to listen. The writers need to be conscious that this fantastic skill straightforward for the learners to properly manage the English vocabulary. This argument in favors permits to develop this project because they are simple and obvious. Then if the teacher and students obtain an overview, they will be succeeding in academy writing.

**SCIENTIFIC FACT**

Low understanding basic vocabulary acquired in the writers of ninth year at Unidad Educativa Nueve de Octubre. There are almost 40 students in each grade. It is impossible to work with many of them. From 40 only 10 or 15 students learn what the teacher explains. There is not time to dedicate each one at this the school, the teacher is transmitting the knowledge in 40 minutes and it is why the instructor needs to explain the educational plan in group. Consequently, this project will help a lot to each person who is involve in the learning process.

The teacher at this school has not received constant training on any aspect of the teaching-learning process to update their strategies. Material for self-preparation is inaccessible for its costs. Numerous classrooms limit individual coaching. As a result, classes are less student-centered, meaningful knowledge is not taught, and, learners do not involve in their learning process. In like manner, a number of the cognitive challenges highlight the interrelationships between the elements used by the tutor and
the strategies dimensions. Then, to reinforce the basic vocabulary is found imperative to teach to the school group.

Regarding to the writing skills, students are capable to write very specific personal information, but they do not know how to express themselves with short sentences. The development of communicative skills requires various elements such didactic resources: worksheets, audios, flashcards, etc.; the motivation of the students and will to learn; preparation of the instructors to work with what they have on hand, among others strategies. Therefore, the proposal of the present research project is oriented to provide a tool for teachers of ninth grade to use in environment class and strength some weak teaching-learning aspects.

CAUSES OF THE PROBLEM

- Learners present the absence of the basic vocabulary acquired.
- Vocabulary is only limited to the book of the students in the classroom.
- Teachers and students concern about the limited use of teaching resources to present vocabulary in the writing skill.

PROBLEM FORMULATION

How do the teaching strategies affect on the acquisition of basic vocabulary acquired in the writing skill in the students of ninth year of basic education at Unidad Educativa Nueve de Octubre, zone 8, district 3
province Guayas, canton Guayaquil, parroquia Olmedo during the school year 2016?

OBJECTIVES

GENERAL OBJECTIVE

To examine the impact and influence of the teaching strategies to reinforce the basic vocabulary acquired to strengthen the writing skills of English language through literature review and field.

SPECIFIC OBJECTIVES

- To identify the English level of the students by means of a written test and surveys to students.

- To select the appropriate teaching strategies to reinforce the basic vocabulary acquired by means of the survey literature.

- To choose the vocabulary acquired to be included in the enhancement of the writing skill.

QUESTIONS OF INVESTIGATION

1. How important is the development of the English strategies?
2. What are the bibliographical resources implemented in this educational project?
3. From where the authors gather and research the information?
4. How does the present project influence to the learners in the basic vocabulary acquired?

5. Which are the theories that hold the development of this research?

6. What are the strategies that reinforce the basic vocabulary acquired?

7. How can the didactic guide strengthen the basic vocabulary acquired?

8. Which recommendations can the writers of the didactic guide do to the teacher based in the present project?

9. How does the teacher implement the didactic guide to the students?

JUSTIFICATION

Vocabulary is fundamental in the educational ambit. It will increase their knowledge and students will be able to express their ideas. It is therefore of great interest and of great importance in education teachers use practical exercises and resources that will be designed to promote their comprehensive training. Then, one of the goals through the present is to have learners obtain the ability to communicate through writing in English. In addition, they will transmit their proper ideals freely in the creation of stories. The use of basic vocabulary is essential because through it the student develops their ability to express themselves and communicate which will lead to develop other skills.

It will benefit students in the ninth year of basic general education Unit Nueve de Octubre, in Zone 8, District 3, Guayas province, Canton Guayaquil, parroquia Olmedo during the academic year 2016. This project is very important because through its implementation will achieve knowledge and will reinforce the basic vocabulary of the English language students. It is important that teachers apply techniques, strategies, methods and games exercise guide to develop creativity in students, and
the proper use of vocabulary that encourage the development of skills, to promote their development in the education.

This work devises a system of activities and strategies that enable reinforce basic vocabulary acquired to develop the understanding of words in English and students will be able to implement the skills from their educational stage. It should mention that to improve in the students the learning process, it might promote the use of the basic acquired vocabulary, because by means of English can develop the skills in the language.

The research seeks to contribute to the government's goal of developing students' skills according to the level they are. About writing skills, national curriculum guidelines (2012) mention what a ninth grader should be able to do at the end of the school year that is "retaining, consistently applying vocabulary in a sequence of simple sentences which are more detailed and show more variety in the lexical range and structure of the sentence." (P.13) In support of this statement, the thesis project proposal focuses on providing the necessary strategies that help in a way that students can write and express themselves.

To conclude, it is important to emphasize the approach to this system is inclusive, effective and efficient. Combining the political regulation with the project with better techniques and all the tools, excellent results are obtained. It is impossible to forget that teaching is an art of working with a foreign language.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUNDS

Reviewing some research projects in the university library as advice and guidance to develop the project, where we could verify that there were issues related to ours but different focus.; The purpose of this thesis is to obtain information from specific sources, especially from the language school library, in order to compare and contrast the necessary support that can help the English language problem. In fact, important information for consultation and guidance has been found to support this project relate Teaching Writing Strategies to Reinforce the vocabulary acquired, with design of a didactic guide with Basic Vocabulary.

It is important to mention that the focal points are different but the variables can give and sustain this research with valuable information. Due to the veracity of the collected information, this work can be submitted to tests of confidence with the anti-plagiarism control of the Faculty of Philosophy. This project presents different strategies and exercises which will help to get better with the basic vocabulary which involves more than basic communication in the group of students. Something is certain all the theory that is applied is based by reading authors of books and the information will involve positively in the knowledge of the English language to the ones who are participating.
THEORETICAL FOUNDATION

There is an important comment where Fleming indicates in his next comment about the meaning of the theoretical foundation and he says that it is the one that provide efficient and solid basis. Consequently, this one is the one that observe and work with the ideas of the students of ninth grade and the teacher. Then, they are going to apply the teaching writing strategies because they need to strengthen their words which were acquired. Beside, both who are involve in the process will be practicing their writing skill of the basic vocabulary.

“A stronger theoretical foundation for the Strategy would have provided a more solid basis for considered dialogue and exploration of ideas, and might have improved some of its content.” (Fleming, 2012, p. 13) It gives guidelines to corroborate through studies the theorist’s support in all aspects. If there was not this kind of guide support, any project would not be successful. For that reason, this project has its variables to frame it properly in the fourth chapters, and it will obtain the success of the proposal for being applied to the students of ninth grade by the English teacher.

The theoretical foundation support is considered one of the most important basis point for developing a research; it permits the assistance with guides provided by other researches alike to be a starting point to achieve successfully this goal. It refers to existing theories about the object of study, so that they can generate new knowledge. The adequate internal and external research shown in the theories that sustain it and to that extent, the results can be extended.
TEACHING STRATEGIES

There are effective teaching strategies that help in the classroom or other medium. The tutor must identify the strategies that will be developed and apply them with the students in order to be able to solve the difficulties that arise in the moment of the development of an activity in class. “Strategy is not only concerning rational research. Recent years have observed the strategy develop in the course of schools of thinking have ultimately set to rest the sensitivity that strategy is basically an analytical problem which necessity to be solved.” (Tovstiga, 2013, p. 9). Then, it is also important to emphasize that everything has been studied deeply trying not to ignore any detail to obtain the Nueve de Octubre School, teacher and students success.

Everything that scaffolds the learning process of the student worth applies. They expect to be guided by the teacher in a path that it is new to them. In other words, they will build their abilities based on what the tutor provides them. Such tutoring must be sustained on strategies adaptable to the group. This will give a security not only for the moment of learning the English language, but for any similar situation that may arise. It is important to consider too

INFLUENCE AND IMPORTANCE

Learning strategies are an important influence in education because they help students achieve better performance when given a job conducive to developing critical thinking and fostering new ideas. Motivating students with strategies is one of the main stages in any teaching language; Effective teachers should integrate them with effective
instructions of what is required to teach any skill. It is important to reflect the teacher research, knowledge is also necessary because without it a person could not write. Negligence could be if the tutor does not relate them to his students especially with motivations.

TYPES OF TEACHING STRATEGIES

Prior Knowledge Activation

Activation of the previous thought is when a teacher is going to teach his lesson requires to make a brief diagnosis about the knowledge acquired of the students and thus to be able to motivate them to a new subject in classes. Then, the teacher of ninth grade needs to work with the vocabulary which already knows by the English book that they use. Finally, the assessing of the students will determine how success is the work class obtained by the reading comprehension skill.

The logical place to activate prior knowledge is at the first part of any lesson, although activating prior knowledge may be used whenever a new topic or concept is introduced. (...) Another advantage of activating prior knowledge is that by assessing what students already know, teachers are able to modify or quickly adjust what they need to teach. (Parry, 2006, p. 42)
Demonstration and Problem Based Learning

There are many opportunities that help to examine the demonstration and learning when the teacher presents a problem in exercises the class becomes active in the sense that the students discover and work with the content that they are given to solve the problem. The teacher helps as a facilitator and mentor and becomes a source of solutions.

Group Collaborative Learning

Collaborative learning groups are personally developed to encourage mutually beneficial relationships between teachers and students. It is not just a matter of working together to learn about content; it is a matter of working together to learn about self and about interpersonal relationship.

WRITING SKILL GENRES

Genre is a definition for gathering messages together, remain for how essayists actually use verbal communication to reply to repeating positions. To several individuals, it is a naturally brilliant mean that classify the standard sense marks those utilization to group writings which are utilized much of the time and are arranged to show on their rehashed encounters with such messages for reading, understanding, and possibly set them in sensibly and effectively motion. (Hyland, 2004, p. 4)
Hyland said that it is necessary the verbal communication since for many people it is a fundamental means that is used in writing of constant group in which the understanding of the texts is shown.

**Descriptive**

Descriptive composition will create any speech picture of any individuals, places/areas, or things could be singular or plural that will help people who read to consider what the essayist writes about in the paper. “In descriptive written work, in the intervening time as is critical to share to the lectors the insights about the subject that is said, it is similarly having a vital accomplish for demonstrating to them what is event at the time” (Spencer, 2005, p. 16)

Spencer says that the descriptive genre is an interesting composition that allows creating what writers want to put into writing. In written descriptive work time is fundamental to demonstrate the essence of events in time.

**Narrative**

One very useful way of encouraging the involvement of all students and of valuing different cultural knowledge’s is to use narrative as a teaching strategy. Narrative refers broadly to use of stories to bring alive the substance of a lesson, and it is often seen by students as helping them to learn. (Killen, 2006, p. 29)
There is an interesting explanation of Killen narrative entertains and connects the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, and past tense.

REINFORCE
Definition

Reinforce uses for teaching purposes the teacher can have a greater variety in drill by using games to reinforce skills that she has introduced. Games have been recommended by the leading authorities in the writing field. Time for practice should be Games and Activities to Reinforce Writing Skills. Reinforcing vocabulary is an important factor in education because it is necessary that the student acquires and can use their knowledge and apply them in everyday life developing their creativity potential.

BASIC VOCABULARY
Definition

“Vocabulary is an essential component of language. As Bates and Goodman (1997) have shown, it is knowledge of words which drives the acquisition of grammar.” (Jarvis, 2013)

According to Scott Jarvis vocabulary is very important and serves as a useful fundamental tool for communication and acquiring knowledge.
Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. As Thorpe postulates about vocabulary knowledge to learn EFL, it is important to recognize it when listening, speaking, reading and writing. Therefore, if any teacher wants to get excellent results, the instructor should never forget how important the vocabulary is in all four skills.

Vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. Time and again researchers have found strong connections between the sizes of one’s vocabulary, how well one can comprehend what he reads, and how successful is he. So, vocabulary and knowledge of words are, of course, very closely tied together. (Thorpe, 2010, p. 1)

ADVANTAGES AND DISADVANTAGES OF BASIC VOCABULARY

Advantages

The main and most significant benefit is to use correctly a basic vocabulary because it helps to students to improve their knowledge according the words use in a context allowing developing their skills. The use of vocabulary is important because it allows you to know other cultures and students could to communicate and express their ideas.

Disadvantages
One of the disadvantages is the fact that of not knowing how to use a basic vocabulary because in some cases students do not have the necessary help to use the words in appropriate way. The students do not know how to implement the words in the text when they are doing activities in classes.

PARTS OF BASIC VOCABULARY

Noun

An interesting comment of Hesi in writing is the noun that reveals information that the writer wants to show by emphasizing its use, in addition the meanings used by writers are almost the same within a grammatical structure when it is useful in the language that is learned, the Students complement in their knowledge what is substantive. “A word or group of words that names a person, place, thing, or any syntactically similar word is named noun.” (Hesi, 2016, p. 63)

Adjective

In the following citation Huddleston explain about adjective attaches to a noun and shows its characteristics and qualities, its features and properties. The adjective is important because it helps in sentences to complete an idea giving more detail of what the students want to express.
Typically signify characteristics of details of persons, animals, places, things, etc.: properties relating to age (baby, young), size (large, small), shape (circle, flat), weight (empty, light), color (yellow, blue), merit or quality (worst, right), and so on. (Huddleston, 2005, p. 112)

**Subject**

The subject is an important part of a sentence or clause that commonly indicates what it is about or who or what performs the action that is, the agent. The concept which is affirmed by Bellarmine and Dorfman will assist to demonstrate knowledge comprehension as well as Spanish and English at the same time in the subject process.

Subject means topic. It involves a person or people, place or places, thing or things about which something is said. Subjects are for all time nouns or pronouns. (Bellarmine, 2010, p. 9)

**Verb**

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. As illustrated in the next comment by Hirtle where he remembers Plato a famous philosopher:

A verb is a word which is denominated action for Plato. Aristotle said: it as a word which expresses moment or point in time and
predication. Other characteristics are besides brought out by early grammarians – including someone, encouragement, and voice – but the most coherent defining attribute is the expression of time. (Hirtle, 2007, p. 9)

Word or group of words which indicate action or a state of being is named verb. It says what someone or something is doing or being. Each sentence contains a verb. (Barker, 2002, p. 95)

In adding up to the main idea Barker said that is important because you cannot have a sentence or a question without a verb. That is how important these action parts of speech are.

TYPES OF BASIC VOCABULARY

Passive and Active voice

The comment about verb was that the verb signals an action, an occurrence, or a state of being. Then, it works in passive and active voice, too. Whether mental, physical, or mechanical, they always express activity. “While changing active into passive voice, subject of active is moved into the position of object preceded by the proposition “by” (optional), and object in active voice into the position of subject. In other words, the places of subject and object in sentences are interchanged in passive voice. (Jarvis, 2013).
After analyzing the concept mentioned, it is important either indicate that passive vocabulary also give receptive vocabulary. This type of vocabulary can be understood without problem once heard, however at the time of employment cannot be used as an oral or written expression. Beside it active vocabulary it is also known as productive vocabulary. It is the type of vocabulary that once said by the person is perfectly understood and at the same time is often used when expressing the person.

EPISTEMOLOGICAL FOUNDATION

According to Michael Shenefelt the epistemological foundation is a part of the arguments of vital importance within each chapter that is developed in a project, this work has been elaborated with methods and instruments indispensable to be able to develop a guide and to reinforce the basic vocabulary and thus to strengthen Basic writing skills. According to this view, the following comments help to solidify the research:

An epistemological foundation is a premise, idea for which the scholars offer no further premises or ideas; it is something felt and could safely get for granted. The correct epistemological foundations, if any, will come after this word “because.” (Michael Shenefelt, 2013, p. 146)

PEDAGOGICAL FOUNDATION

To apply all the probable strategies, but adequate and accurate to improve written English is apriority for the researches, teacher and the students of the ninth grade of Nueve de Octubre School. These processes have a framework because it requests to be based on pedagogy and
applied in the teaching of basic written English. It is easy to analyze the significance of this foundation: If you do not use pedagogy strategies according with all the environment of the class, you will not have any success. For this reason requires special attention in communication, values, expressions, performance, sources used and others as indicated in the following comments:

If the communication is given through pedagogical principal, values gradually building up as the kid grow, it will direct to superior maturity and real attitudinal development and advance. The message communication will must be drawn from genuine sources and interpreted in an unbiased technique, without any adverse remarks against any human community. This also requires a stylish theoretical exercise. (Srinibas, Foundations of Education, 1996, p. 96)

**SOCIOCOLOGICAL FOUNDATION**

On the other hand Srinibas comments that the strategies likely and appropriate to be used to specify the improvement of writing in the language in the ninth grade students at the Unidad Educativa Nueve de Octubre. This process has a framework based on the pedagogy that should be applied in teaching English by reinforcing basic writing. It is important to use pedagogical strategies throughout the classroom environment to achieve the goal it entails

Every activity that develops in the social order, its objectives, methods and strategies depend on the nature of the society in which a sociological foundation is developed, where teaching is
established as a means of organizing the social character and establishing a discipline of global harmony. (Srinibas, 2006, p. 1)

PHYSIOLOGICAL FOUNDATION

According to Mathias it is based on the information and experience provided by the specialist who refers to the behavior of some students toward learning English. On some occasions teachers do not prefer to work with the psychological area of students because at some point they see that as a demotivate enemy. For this reason the teacher must know the following data:

“Psychological Fundamentals of Education help to seek an alternative response to any situation of difficulty of the bifurcation of general and educational psychology. Trying to make the solution tentative, but it could have understandable imperfections.” (Mathis, 2013, p. 16)

LEGAL FOUNDATION

Recto mentions that the laws play a very important role in the society of each country, being these indispensable for the school environment since they are intertwined with the student, it is fundamental to emphasize them in this project that will be applied in the ninth grade at the Unidad Educativa Nueve de Octubre which is located on Eloy Alfaro street between Calicuchima and Francisco de Marcos:
The implementation of laws in education are a fundamental part of the development of the learning process in students, this helps to ensure students have a school that meets the legally established compulsory process, and endorsed with the Ministry of Education. (Recto, 2005, p. 52)

The linguistic Intercultural Bilingual Education Law is important to reflect about the objectives which help to develop, strengthen and enhance education quality criteria as is indicated in the second chapter article 81 and the third chapters, article 82, 88:

**CAPÍTULO SEGUNDO**

**DE LOS FUNDAMENTOS, OBJETIVOS Y FINES DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE**

**Art. 81.- Objetivos.-** El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos:

a) Desarrollar, fortalecer y potenciar la educación intercultural bilingüe, con criterios de calidad, desde el nivel inicial hasta el bachillerato y educación superior esta última regulada por la legislación pertinente, conforme a la diversidad cultural, para el cuidado, preservación y convivencia armónica con la Pachamama, para el desarrollo integral de las personas, la familia y la comunidad;

b) Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades;
valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural; y,

c) Potenciar desde el Sistema Educativo el uso de idiomas ancestrales, de ser posible, en todos los contextos sociales.

CAPÍTULO TERCERO

DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE

Art. 82.- Obligaciones.- Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes:

a) Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación;

b) Garantizar el cumplimiento de los principios y fines señalados en la Constitución de la República, en los tratados e instrumentos internacionales y en esta Ley;

Art. 88.- Subsecretaría de Educación Intercultural Bilingüe.- La Subsecretaría de Educación Intercultural Bilingüe, especializada en el
desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura, lenguas ancestrales y las lenguas de relación intercultural, es una entidad que se desconcentra administrativa, técnica y financieramente. Será responsable de la planificación, organización, innovación, dirección, control, coordinación de las instancias especializadas en los niveles zonal, distrital, y comunitario del Sistema Educativo Intercultural Bilingüe, para lo cual contará con todos los recursos necesarios. Garantizará la participación en todos los niveles e instancias de la administración educativa a los pueblos y nacionalidades en función de su representatividad.

The notion acquired about the linguistic process by the teacher is essential in all the school periods, but appears stronger at the decisive time when the scholars have being chosen their career. The Regulation of Academic Board controls the titles and degrees, time duration, number of credits of each option and other aspects degrees and titles, seeking harmonization and promotion of student mobility, teachers or researchers. Those conveniences are civil rights and socio-economic, cultural and ecological reality of the country: the mastery of a foreign language as the English one and effective management tools. This is why it has taken Chapter 2 of the first section of training and types of institutions:

CAPÍTULO 2
DE LA TIPOLOGÍA DE INSTITUCIONES, Y RÉGIMEN ACADÉMICO
SECCIÓN PRIMERA
De la formación y tipos de Instituciones,
Sección Segunda Régimen Académico
Art. 123.- Reglamento sobre el Régimen Académico.- El Consejo de Educación Superior aprobará el Reglamento de Régimen Académico que regule los títulos y grados académicos, el tiempo de duración, número de créditos de cada opción y demás aspectos relacionados con grados y títulos, buscando la armonización y la promoción de la movilidad estudiantil, de profesores o profesoras e investigadores o investigadoras.

Art. 124.- Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egrensen de cual quiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país: el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

The law clearly states the facilities support offered by the teaching campus thus students should be considered that the foundations of English should try to be strong in all of their four areas: listening, reading, speaking and writing for the university in his or her time could easily cope. According with this commentary, the project must add what there is indicated in the following title based on: RESPONSIBLE FOR AUTONOMY AND UNIVERSITIES POLYTECHNICS.

Finally, there is important to understand better the law in all aspects about, it is important the educational knowledge which contributes in the character and personality of the students in all their fields for strengthening and enhancement of education, too.
CHAPTER III

METHODOLOGY, ANALYSIS AND INTERPRETATION OF THE RESULTS

METHODOLOGICAL DESIGN

Professionals apply designs in any research. Their absence might make the project unreal. Decaying the investigation in order to create new evaluation, which permit to obtain better results, will be an excellent strategy to support the schooled teaching method proposed by the government to scholars, teachers, schools, and community. There is important either to mention in all aspects that the methodological one embraces the every knowledge that any investigator wants to develop.

It is essential for the present project because it is developed based on two variables: independent and dependent, adding up the proposal. Finally, the findings of better results will suggest an excellent foreign language teaching input. It will be obtained during the process when the brainstorming of ideas takes place. Besides, it is imperative to apply appropriate methods of research, interviews and others elements as a united plan. All mentioned would be set together to conclude in the development of the proposal: design of a didactic guide with basic vocabulary.
TYPES OF THE INVESTIGATION

DESCRIPTIVE RESEARCH

Descriptive research points out in the next comment; this type one will helps to observe the possible solutions and changes the problem by classifying, describing and identifying the main characteristics that exists in the students of ninth grade at Unidad Educativa Nueve de Octubre. As indicate, this is the one that supports the complete project and it is the base of anyone who wants to develop.

“This type is for classifying and describing the result of observations of behavior, characteristics, factors, procedures and other variables of phenomena as these events you want to determine possible changes and solutions to the problem”. (Fausto, 2009, p. 19)

BIBLIOGRAPHICAL RESEARCH

Palacios, (2010), states the following about the literature search:

It is very important because it is a process of scientific research, any person can use it as a strategy for observing and reflect the theoretical realities or not using other types of documents. With these examines, interprets, and show data and information on a specific topic aiming at obtaining results for the development of scientific creation. (p.459)
This research can be used as a strategy seeking the relevant information by observing other types of documents presenting the approaches of a specific topic. And it is going to give to the teacher for applying to the students of ninth grade at Unidad Educativa Nueve de Octubre.

FIELD RESEARCH

This type of investigation will give us the information about the reality to be studied analyzing the situation or data of the same subject to describe the state being studied and collecting the actual data of the same mentioning the cause and effect “In the scientific field research directly lives a reality, we could say that the plays with his hands. This way you can collect data not distorted by an unreal situation”. (Adamson, 2005, p. 19)

TYPES OF METHODOLOGY

DESCRIPTIVE METHOD

This method reveals the conditions and situations of the activities carried out at the time of school planning and that exist in the comparison of the conditions of schooling that is shown with different types of school systems or with those own of the institution. (Ross, 2005, p. 25)

This method will provide information on school planning that will compare the different types of functioning in the school system applying to the students of ninth grade at Unidad Educativa Nueve de Octubre.
DEDUCTIVE METHOD

This type of method will give the most important hypothetical aspects in the proposal to consider the details in the project and thus seek explanation and solution to the problem that exists in the students. The deductive method is often considered an expository technique whereby an instructor tells students both generalization and the evidence in support of the generalization.

“According to Bob Adamson, grammar in this method is indicating as it pays very little attention to meaning and practice is certain mechanical times, procedures applied to satisfy assertions as assumptions and hypotheses”. (Adamson, 2005, p. 56)

OBSERVATION METHOD

Observation is what is responsible for detecting and assimilating information from the data using the senses as main instruments. For this reason, the information is based on recording the behavior of the object or the unit individually to investigate and look for a way of improvement. (Ross, 2005)

Ross indicates in this concept that this technique will help the students to awaken their five senses and will allow observing with attention the phenomenon, fact or event, taking information and registering it for later analysis in which it can improve its knowledge. Adding at her comment,
there is one that the teacher needs to know: each moment the observer instructor must be applying this method because it helps to think fast in front of any difficult situation and apply fast any solution. Then, it is the same with the developing process of the present project.

**INDUCTIVE METHOD**

Many times you can see that it goes from the particular to the general since it makes use of the methods that the students are going to use to discover a concept. Instead of explaining a theory and then giving the explanation with examples, the teacher makes the student discover the concept through many examples. (Ross, 2005, p.26)

The inductive method will allow us to identify the types of relations of consistency between the facts through the analysis of them individually and in groups applying to the students of ninth grade at Unidad Educativa Nueve de Octubre. Therefore, it is important to be conscious that the present needs to be joining with the others process as deductive for getting better results. Then, they have to consider the different ways of doing it to get an excellent result because teaching needs to develop day by day taking out the traditional school. At the same time the teacher needs to indicate how to use this technique.
POPULATION AND SAMPLE

Population

The word population or universe means that it is an aggregate of animate or inanimate observation units on which certain information or quantity is required, concluding that when recording the rate of boys in a university indicates that all the boys of the university constitute the population or the universe. (NSN, 2007, p. 95)

This concept indicates that the population is the total of things or people that exist in a place where it is necessary to use certain information. The universe is based on students of ninth grade of Nueve de Octubre School. It is important to remember that the director and the teacher contribute in the investigation through personal interviews.

CHART Nº 1 POPULATION

<table>
<thead>
<tr>
<th>INVOLVED</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>1</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>989</td>
</tr>
<tr>
<td>TOTAL</td>
<td>991</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago
Sample

This concept indicates that is a word that represents a percentage of totals of things or persons the population "The word sample means a portion of the above population selected in some manner. Thus a sample for the first population mentioned above is specified number of boys out of all the boys in the college." (RAO, 2007, p.95)

The word sample means a portion or a part of the above population selected in some manner. Thus a sample for the first population mentioned above is specified number of boys out of all the boys in the college.

<table>
<thead>
<tr>
<th>INVOLVED</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>1</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School  
Authors: Dolores Bravo y Joseline Intriago
## Operacionalization of Variables

### Independent Variable

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Strategies</td>
<td>Educational strategies are the method used to deliver information in the classroom or in some other medium.</td>
</tr>
<tr>
<td>Influence and Importance</td>
<td>Learning strategies becomes an important part and influence of education in addition to the teaching</td>
</tr>
</tbody>
</table>
| Types of Teaching Strategies | • Prior Knowledge Activation  
• Demonstration & Problem-Based Learning  
• Group Collaborative Learning. |

### Dependent Variable

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Vocabulary Acquired</td>
<td>It is an essential process of English learning.</td>
</tr>
<tr>
<td>Reinforce</td>
<td>It refers to information stored in memory concerning the pronunciation and meanings of words.</td>
</tr>
</tbody>
</table>
| Advantages and Disadvantages | Advantages:  
It facilitates easy learning communication and develops a closer relation with English.   
Disadvantages:  
Difficulty in understanding and in communication.  
Difficulty in developing relationship |
| Parts of Basic Vocabulary  | • Noun  
• Adjective  
• Subject  
• Verb |
| Types of Basic Vocabulary  | • Passive  
• Active |
INSTRUMENTS AND TECHNIQUES OF THE INVESTIGATION

Survey

It is related to specific topics as these are quick interviews in which we made few questions to a sample of students in the student population of the core group that was chosen to develop the skills of reading and studying them. (Ary, 2009, p. 45)

Ary indicates in his concept that the survey helps to obtain the necessary information from different points of view or opinions about situations in a school through questions that is made to the sample of the population that is chosen.

Interview

These are questions that make a person with intent to obtain information about the teacher in this way get to know the educational environment and teaching - learning that this implement with students as each teacher does differently. (Ary, 2009, p. 45)

The interview will help with the information collected to analyze the results of problem situation. Haven emphasizes about this, there is doing it to the students of ninth grade and the teacher of Unidad Educativa Nueve de Octubre.
Likert Scale

“A Likert scale is a type of psychometric scale frequently used in psychology questionnaires. It was developed by and named after organizational psychologist Rensis Likert (1932), who proposed quantification through conceptual levels” (Trendowicz, 2013, p. 90)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School  
Authors: Dolores Bravo y Joseline Intriago

According to Trendowicz a likert scale is used to measure the levels of acceptance or frequency in questions asked of a certain topic to be treated.
ENTREVISTA AL DIRECTOR

1. ¿En la asignatura de inglés debería implementarse estrategias educativas que sean aplicadas para mejorar el vocabulario?

2. ¿Considera usted que sería importante que los profesores del área de inglés reciban tutorías de nuevos estrategias educacionales de enseñanza?

3. ¿Cree usted que es necesario el uso de las actividades interactivas para fortalecer la expresión escrita en los estudiantes?

4. ¿Considera usted que los maestros deban aplicar con efectividad las estrategias educativas?

5. ¿Cree usted que los estudiantes no participan lo necesario en clases por poco conocimiento de vocabulario?

6. ¿Considera usted que es necesario mejorar el conocimiento del vocabulario en el área de inglés?

7. ¿Cree que es necesario fortalecer el vocabulario de los estudiantes para mejorar su comprensión?

8. ¿Cree usted que algunos estudiantes no tienen un buen conocimiento del vocabulario de inglés por falta de ayuda en casa?

9. ¿Una guía didáctica motiva a mejorar las destrezas escritas en inglés?

10. ¿Está de acuerdo en la implementación de una guía didáctica para mejorar el proceso de la enseñanza de la lengua extranjera?
1. In the English subject should implemented educational strategies that are practiced to improve vocabulary?

2. Do you consider important that teachers receive tutoring English area of new educational strategies?

3. Do you think it necessary to use interactive strategies to strengthen the acquisition of vocabulary in students?

4. Do you consider that the teacher needs to implement with effectively educational strategies?

5. Do you think that students do not participate in classes needed for little knowledge of vocabulary?

6. Do you consider important to improve vocabulary knowledge in the area of English?

7. Do you think that is necessary to strengthen the vocabulary in the students to improve their understanding?

8. Do you think that some students do not have a good knowledge of English vocabulary for lack of help at home?

9. A didactic guide encouraged improving written English language skills?

10. Do you agree with the implementation of a didactic guide to improve the process of teaching of English language?
Objetivo:

1. Desarrollar en sus estudiantes el uso de estrategias educativas en inglés.

2. ¿Cree usted que el uso de estrategias educativas permiten a los estudiantes una mejor comprensión del inglés?

3. ¿Cree usted que sus estudiantes están motivados lo suficiente para expresarse con el uso de nuevas estrategias?

4. ¿Dedica lo suficiente para mejorar el nivel de inglés de los estudiantes?

5. ¿Para que los estudiantes expresen el mejor en inglés es necesario mejorar el vocabulario?

6. ¿Motiva usted el uso del vocabulario dentro y fuera del aula?

7. ¿Los estudiantes son ayudados en casa para mejorar en el aprendizaje del inglés?

8. ¿El vocabulario ayuda en el fortalecimiento del inglés?

9. ¿Cree usted que es necesario aplicar un Guía Didáctica para desarrollar la comprensión del inglés?

10. ¿El guía didáctico ayuda a mejorar el aprendizaje de los estudiantes?
**OBJECTIVE:**
**SPECIFIC INFORMATION:**
Mark the answer you consider more appropriate in each required statement.

<table>
<thead>
<tr>
<th>Nº</th>
<th>STATEMENT</th>
<th>1 Totally disagree</th>
<th>2 Disagree</th>
<th>3 Indifferent</th>
<th>4 Agree</th>
<th>5 Totally Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New strategies are considered important to learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Educational strategies are useful to obtain better English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Educational strategies help to express personal thought.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Educational strategies are done every day in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Basic vocabulary acquired could be done by educational strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Basic acquired vocabulary is important for understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Basic vocabulary acquired is important to improve English ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary acquired could be developing by educational strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teachers use an educational strategy guide to link the acquired vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tutors need to help students to develop the basic vocabulary acquired by feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### OBJETIVO:

### ESPECÍFICA INFORMACIÓN:

Mark the answer you consider more appropriate in each required statement.

<table>
<thead>
<tr>
<th>Nº</th>
<th>STATEMENT</th>
<th>1 Totally disagree</th>
<th>2 Disagree</th>
<th>3 Indifferent</th>
<th>4 Agree</th>
<th>5 Totally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nuevas estrategias son consideradas importantes en el idioma inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Las estrategias educacionales ayudan a expresarse mejor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>El uso de nuevos métodos de aprendizaje nos ayudan a mejorar el aprendizaje de inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Nuevas actividades de aprendizajes son aplicadas por su profesor para el entendimiento del idioma inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>El vocabulario básico es considerado importante para mejorar el aprendizaje de inglés</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>El vocabulario básico es importante para el entendimiento</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>El vocabulario básico adquirido es importante mejorar las ideas en inglés</td>
<td></td>
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<td></td>
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<tr>
<td>8.</td>
<td>El vocabulario básico adquirido puede ser desarrollado por estrategias educacionales</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Profesores usan las estrategias educacionales como guía para unir el vocabulario básico adquirido</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Los tutores necesitan ayudar a los estudiantes para desarrollar el vocabulario básico adquirido por una retroalimentación.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICAS
ENCUESTA A LOS ESTUDIANTES

OBJECTIVE:

SPECIFIC INFORMATION:
Mark the answer you consider more appropriate in each required statement.

<table>
<thead>
<tr>
<th>No</th>
<th>STATEMENTS</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New strategies are considered important to learn English.</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>18</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Educational strategies are useful to obtain better English.</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>18</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Educational strategies help to express personal thought.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Educational strategies are done every day in class.</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Basic vocabulary acquired could be done by educational strategies.</td>
<td>2</td>
<td>20</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Basic acquired vocabulary is important for understand</td>
<td>0</td>
<td>2</td>
<td>26</td>
<td>10</td>
<td>2</td>
<td>40</td>
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<tr>
<td>7</td>
<td>Basic vocabulary acquired is important to improve English ideas.</td>
<td>2</td>
<td>16</td>
<td>16</td>
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<td>0</td>
<td>40</td>
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<tr>
<td>8</td>
<td>Vocabulary acquired could be developing by educational strategies.</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>26</td>
<td>2</td>
<td>40</td>
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<tr>
<td>9</td>
<td>Teachers use an educational strategy guide to link the acquired vocabulary</td>
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<td>10</td>
<td>26</td>
<td>4</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Tutors need to help students to develop the basic vocabulary acquired by feedback.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
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<td>TOTAL</td>
<td>4</td>
<td>54</td>
<td>122</td>
<td>132</td>
<td>108</td>
<td>400</td>
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</tbody>
</table>
ANALYSIS AND INTERPRETATION OF THE RESULTS

1. - NEW STRATEGIES ARE CONSIDERED IMPORTANT TO LEARN ENGLISH.

CHART Nº 3:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 1:

New strategies are considered important to learn English.

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: In the new strategies are considered important to learn English the forty five percent of students answered agree thirty five percent undecided and the twenty percent that strongly agree and zero percent in Disagree and Strongly Disagree, strategies are considered important to learn English. Consequently, these results provide support to the soul of the proposal that encourages students.
2. - EDUCATIONAL STRATEGIES ARE USEFUL TO OBTAIN BETTER ENGLISH.

CHART Nº 4:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 2:

Educational strategies are useful to obtain better

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the Survey forty five percent of the surveyed students confirm that the educational strategies are useful to obtain better English. Thirty percent of the surveyed students confirm that is Agree, twenty percent you think Strongly Agree, five percent think of the surveyed students confirm that the educational strategies are useful to obtain better English think disagree and zero percent Strongly Disagree of students think that the educational strategies are useful to obtain better English.
3. - EDUCATIONAL STRATEGIES HELP TO EXPRESS PERSONAL THOUGHT.

CHART Nº 5:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School  
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 3:

Educational strategies help to express personal thought.

Source: Unidad Educativa “Nueve de Octubre” School  
Authors: Dolores Bravo y Joseline Intriago

**ANALYSIS:** Based on the survey ninety-five percent of students agree strongly and the other five percent agree that educational strategies help express personal thinking. Zero percent of students opined in Undecided, Disagree and Strongly Disagree. The results indicate that the educational strategies help to express personal thought.
4. - EDUCATIONAL STRATEGIES ARE DONE EVERY DAY IN CLASS.

CHART N° 6:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>1</td>
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<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC N° 4:

Educational strategies are done every day in class.

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey fifty percent of forty students agree that educational strategies are made every day in class, thirty percent undecided, twenty percent who are in full agreement, zero percent are disagree an strongly Disagree, with these results the educational strategies must be done every day in class to make the class more fun.
5. - BASIC VOCABULARY ACQUIRED COULD BE DONE BY EDUCATIONAL STRATEGIES

CHART Nº 7:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>12</td>
<td>30%</td>
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<tr>
<td>2</td>
<td>Agree</td>
<td>6</td>
<td>15%</td>
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<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 5:

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey fifty percent of the students respondents with disagree, the thirty percent responds that is undecided, the fifteen percent responds that is Agree, and five percents think that is strongly disagree and zero percent thinks that basic vocabulary acquired could be done by educational strategies
6. - BASIC ACQUIRED VOCABULARY IS IMPORTANT FOR UNDERSTAND

CHART Nº 8:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 6:

Basic acquired vocabulary is important for understand

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey sixty five percent of the students respondents strongly agree, the twenty five percent responds that is agree, the five percent responds that is undecided and disagree, and zero percent think that is strongly disagree thinks that basic vocabulary acquired is important for understand
7. - BASIC VOCABULARY ACQUIRED IS IMPORTANT TO IMPROVE ENGLISH IDEAS.

CHART Nº 9:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
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<th>PERCENTAGE</th>
</tr>
</thead>
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<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
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</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 7:

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey, forty percent of students thinks that is disagree and undecided that basic vocabulary acquired is important improve English ideas and the fifteen percent is agree and five percent answered that is strongly disagree the basic vocabulary acquired is important to improve English ideas.
8. - VOCABULARY ACQUIRED COULD BE DEVELOPING BY EDUCATIONAL STRATEGIES.

CHART Nº 10:

<table>
<thead>
<tr>
<th>N°</th>
<th>ALTERNATIVES</th>
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<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº8:

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey sixty five percent of the students respondents that vocabulary acquired could be develop by educational strategies is agree, the twenty percent responds that is undecided, the ten percent responds that is disagree, and zero percent think that is strongly disagree that basic vocabulary acquired could be develop by educational strategies.
9. - TEACHERS USE AN EDUCATIONAL STRATEGY GUIDE TO LINK THE ACQUIRED VOCABULARY

CHART Nº 11:

<table>
<thead>
<tr>
<th>Nº</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<tr>
<td>4</td>
<td>Disagree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
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<td>Agree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

GRAPHIC Nº 9:

Teachers use an educational strategy guide to link the acquired vocabulary

<table>
<thead>
<tr>
<th>10%</th>
<th>25%</th>
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<tbody>
<tr>
<td>0 Strongly Disagree</td>
<td>10 Disagree</td>
<td>26 Undecided</td>
</tr>
<tr>
<td>4 Agree</td>
<td>0 Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre” School
Authors: Dolores Bravo y Joseline Intriago

ANALYSIS: According to the survey sixty five percent of the students respond that teacher use an educational strategy guide to link the acquired vocabulary undecided, the twenty five percent respond that is Disagree, the ten percent responds that is agree that teachers use an educational strategy guide to link the acquired vocabulary.
10. - TUTORS NEED TO HELP STUDENTS TO DEVELOP THE BASIC VOCABULARY ACQUIRED BY FEEDBACK.

CHART N° 12:

<table>
<thead>
<tr>
<th>N°</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Strongly Disagree</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
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<td>%</td>
</tr>
<tr>
<td>2</td>
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<td>22</td>
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<td>18</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>0</td>
<td>100%</td>
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</tbody>
</table>

**Source:** Unidad Educativa “Nueve de Octubre” School  
**Authors:** Dolores Bravo y Joseline Intriago

GRAPHIC N° 10:

**Source:** Unidad Educativa “Nueve de Octubre” School  
**Authors:** Dolores Bravo y Joseline Intriago

**ANALYSIS:** According to the survey fifty five percent of the students is Agree that tutors need to help students to develop the basic vocabulary acquired by feedback, the forty five percent responds that is Strongly agree that tutors need to help students to develop the basic vocabulary acquired by feedback, and nothing and nothing think in undecided, disagree, strongly disagree in that tutors need to help students to develop the basic vocabulary acquired by feedback.
### Resumen

<table>
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<th></th>
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<td>N</td>
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<tr>
<td>educational strategies help to express personal thought</td>
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### Táblula de contingencia

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<th>basic vocabulary acquired is important to improve English ideas</th>
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<td>agree</td>
<td>.00%</td>
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<td>1,00%</td>
<td>1,00%</td>
</tr>
<tr>
<td></td>
<td>.00%</td>
<td>33-33%</td>
<td>33-33%</td>
<td>33-33%</td>
</tr>
<tr>
<td></td>
<td>.00%</td>
<td>25,00%</td>
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<td>25,00%</td>
</tr>
<tr>
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<td>2,50%</td>
<td>2,50%</td>
<td>2,50%</td>
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</tr>
<tr>
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<td>25,00%</td>
<td>65,00%</td>
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### Pruebas Chi-cuadrado

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<th>df</th>
<th>Sig. Asint. (2-colas)</th>
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<td>Chi-cuadrado de Pearson</td>
<td>81,49</td>
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<td>Razón de Semejanza</td>
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<td>.000</td>
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<td>1</td>
<td>.000</td>
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<tr>
<td>N de casos válidos</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Done by: Dolores Bravo Eugenio and Joseline Intríago Bulgarín
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Students need to be motivated to improve their learning in the English language.
- Working with the vocabulary acquired in the students would help them to improve their communication.
- Performing feedback on students will allow them to have more confidence and use their imagination.
- Awaken interest in students to improve writing in the English language.
- Students have doubts at the time of writing.

Recommendations

At the end of this analysis it is necessary to mention the following recommendations that will help us to carry out this project:

- Develop the implementation of the didactic guide in students.
- To make feedback in the students so that they apply new teaching strategies and thus give them a wider knowledge in this area.
- To motivate students in the work of groups so that they can join their ideas and can interact more in classes with their classmates and the teacher.
- To study the implementation of the Didactic Guide with Creative Stories to follow the processes.
- To train students following the instructions of the Guide, it is very essential phase, because it is the one applied for giving them knowledge in this specific area.
CHAPTER IV

THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY

JUSTIFICATION

Students think that writing in the English language is complicated and blocks their mind in that they do not understand how to form sentences and this is because they are not motivated enough to be able to write their ideas and share them with their classmates. While more strategies and techniques we use in the classroom applying them to student of ninth grade at Unidad Educativa Nueve de Octubre will be better with their creativity with their vocabulary acquired in English. However they need to feed back to develop their writing skills and gain confidence in the development of their education.

Then, there is imperative to indicate that the present proposal of didactic guide is made with the purpose of improving, and motivating the teachers and students with the teaching and learning of the English language. It is necessary to improve the strategies and techniques of writing using the knowledge that they acquired previously in the classes. Other important point is that the writer students need to be training day by day with different forms of methods, techniques and other tools which involve the studying of the learners process. Finally, it is of great importance that this project be accepted by the authorities of the campus and the teacher of the subject to be able to make use of the didactic guide.
OBJECTIVES

General

Provide a didactic guide using the appropriate strategies to reinforce the teaching in the basic vocabulary improving the knowledge that the students had in classes and thus improve the English language in them.

Specific

To assist the teacher with appropriate strategies to reinforce learning
To encourage the use of feedback in supporters
To have students show their skills according to what they have learned

THEORICAL ASPECTS

Linguistic Aspect

From The Linguistic Foundation, some theorists like Stephen Krashen, made a distinction between acquisition and learning, where the former is subconscious and anxiety free, learning is a conscious process where separate items from the language are studied and practiced in turn.

Teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input (Krashen, Stephen, 1980).
Pedagogical Aspect

The Proposal takes the Pedagogical Theory of the Meaningful learning from (David Ausubel, 1983): “Only will be a meaningful learning when what we are trying to learn it is related substantively and not arbitrary with what is already known by who learns, with relevant and preexisting aspects of their cognitive structure”.

The Didactic Guide is a really important tool for the tutor and the ninth grade at Nueve de Octubre School because it is linked to the teaching-learning process that will serve to stimulate and promote the improvement of writing in the English language using their knowledge of basic acquired vocabulary so that they can express their ideas and communicate in a better way.

Legal

The proposal is based on the Ecuadorian Educational Law where it is asked to creatively and dynamically motivate students in the development and comprehension of all fields through the social and critical cooperation of the people in their environment. It is important to mention that this legal aspect either needs to be considering in the proposal because this join the government instruction, the teacher and the students in the learning process. Consequently, any person cannot say that they could be separated because they need to be joining in their classroom environment. If the director or the teachers do not apply it, the results will be without optimums results.
TÍTULO I: PRINCIPIOS GENERALES

CAPÍTULO II: PRINCIPIOS Y FINES

Art. 3.- son fines de la educación ecuatoriana.

a) Desarrollar capacidad física, intelectual, creadora y crítica del estudiante, respetando su identidad personal para que contribuya activamente a la transformación moral, política, socio cultural y económico del país. (Representantes, 1983, p. 2)

b) Estimular el espíritu de investigación, la actividad creadora y responsable en el trabajo, el principio de solidaridad humana y el sentido de cooperación social. (Representantes, 1983, p. 2)

It is important to make known that this Teaching Guide complies with all that is established in the law because in this way it contributes more to student learning by stimulating the development of ideas and having a good process of English language development.

Sociological Aspect

Learning another language is necessary for communication on a global level, for that reason it is fundamental to encourage students to learn another language and for that reason it is applied in the institutions the teaching of a second language so that communication with other countries or cultures improve the relationships. Besides this, there is something important: history indicates that one of the functions of the humans is to live together in order to their own spoken language. With the transitory of history, they realized that they must not only speak it should be communicate through writing, too.

Psychological Aspect
The confidence that the teacher transmits to the students helps them to demonstrate the knowledge they have acquired allowing them to be more creative, dynamic and spontaneous when working in classes. Then, there must be all resources for this to be achieved with a success of at least more than fifty percent and it could be proficient with different learning styles, techniques, methods and strategies to motivate writers in this special skill.

FEASIBILITY OF ITS APPLICATION

Studying the problem and observing it helps us to identify which methods we can use to improve the strategies that teachers have and thus be able to apply to technical students who help develop them in the English area. As well as a very important role, people who have been of help and support in the development of the proposal being one of them the director, secretary, family, spouses, classmates and other people that are not mentioned and were of great motivation.

The other information which must be remembered is that the school is fiscal and the parents of the children do not have enough income to cover the expenses that are required. Beside it, there were external supports as the friends and family of the authors who were always supporting from husbands to children.

Other important point about this proposal, it will help each one who is involve into the writing skill teaching and learning environment and to improve the strategies that teachers use with students, obtaining a favorable result with students learning in writing with a basic vocabulary acquired. This proposal represents an investment of money during its development by the cost of transportation, prints, sheets, copies and other elements necessary for its realization.
DESCRIPTION OF THE PROPOSAL

The didactic guide is focused on the development of strategies that help us to reinforce the basic vocabulary acquired and that will be implemented at Unidad Educativa Nueve de Octubre. It is oriented to the teacher who is in charge of Ninth Course “B” with forty students in the morning session of 2016 - 2017. The Institute is located among Eloy Alfaro, Chile, Calicuchima and Francisco de Marcos Streets. It is situated in Guayaquil city, Provincia del Guayas. Therefore, it is important to note with which techniques and strategies the teacher will work with the students.

It is important that the teacher has studied his students to know where to start and what would be the best strategies and techniques that should be used with each one. In the didactic guide will be realized 10 lessons that will be focused to the needs of the students and their acquired knowledge. The teacher should give the standards instructions according to their age and the acquired English knowledge, for that reason the guide is made. Tutor should also note the environment in which the class will be adapted to the most required needs.

In addition, there is common known that every person in the world wide planet knows and has vocabulary. Consequently, it is essential to know that the use of the basic words acquired will help to advance the learning process and that is why it is necessary to make feedback in students of what has been learned in order to be able to move faster and reinforce themselves.
Language Art Applied

Lesson 1  Adding Adjective
Lesson 2  Adjective touch
Lesson 3  Adjective and verb Agreement
Lesson 4  Subject and Objectives, What´s Missing
Lesson 5  Subject Pronoun
Lesson 6  Plural Noun
Lesson 7  Singular: Articles a/an
Lesson 8  Singular Plural
Lesson 9  Present infinitive verbs ch, sh, x, ss.
Lesson 10  Irregular Verbs

CONCLUSION

After a long research process to develop this project, we conclude that it is necessary to teach the teachers new fundamental feedback strategies to adapt the classrooms to the needs of the students thus having a place where they feel comfortable, ready to demonstrate their ideas and share His knowledge with his colleagues reinforcing the basic vocabulary acquired. To reach this conclusion it was necessary to observe and analyze the work of the teacher in the educational unit.

In order for students to acquire a second language, it is necessary to have the commitment of them and also that of the tutors so that they can
transmit their confidence and security when applying this language, providing the resources and elements necessary for their understanding and motivation improving their knowledge each day and raise their level of learning.

REFERENCES


BIBLIOGRAPHY


ANNEXES
DOCUMENTS
SURVEYS AND INTERVIEWS
PHOTOS
APPENDIX 1
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA: LENGUAS Y LINGÜÍSTICAS

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Rodrigo Guerrero Segura, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Dolores Emilia Bravo Eugenio con C.I. 0919173773 y Joseline Esther Intriagio Bulgarin con C.I. 0929318657 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN en la carrera: LENGUAS Y LINGÜÍSTICA

Se informa que el trabajo de titulación TEACHING WRITING STRATEGIES TO REINFORCE BASIC VOCABULARY. PROPUESTA: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 9% coincidencia.

Msc. Rodrigo Guerrero Segura
C.I. 0910135557
ANTIPLAGIO
Enero 13 de 2016

Señoritas
DOLORES BRAVO EUGENIO
JOSELINE INTRIAGO BULGARIN
Estudiantes Universidad de Guayaquil
Presente.

De mi consideración:
Este Rectorado, vista su petición, concede la autorización para que realicen el Proyecto, previo a la obtención del Título de Licenciadas en Ciencias de la Educación Mención Lengua y Lingüística, mismo que aplicarán en el Noveno año Básico.

Particular que comunico para los fines consiguientes.

Atentamente,

MSc. Luis Flores Roa, Lcdo.
RECTOR (e)

Dirección: Elroy Alfaro 1304 entre Calicuchima y Francisco de Marcos
Tel: 042410215
Guayaquil, 20 de Octubre del 2016

MSc.

RODRIGO GUERRERO
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Autor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: BRAVO EUGENIO DOLORES EMILIA Y INTRIAGO BULGARIN JOSELINE ESTHER

TOPIC: “TEACHING STRATEGIES FOR THE ACQUISITION OF BASIC VOCABULARY”

PROPOSAL: “GUIDE WITH BASIC VOCABULARY”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lcdo. Alfredo Sánchez Avila, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
APPENDIX 2
1. ¿En la asignatura de inglés debería implementarse estrategias educativas que sean aplicadas para mejorar el vocabulario?

Sí, ya que de esa manera el conocimiento en los estudiantes mejoraría.

2. ¿Considera usted que sería importante que los profesores del área de inglés reciban tutorías de nuevos estrategias educacionales de enseñanza?

Es necesario que ellos se capaciten para mejorar sus estrategias de enseñanza.

3. ¿Cree usted que es necesario el uso de las actividades interactivas para fortalecer la expresión escrita en los estudiantes?

Sí, porque de esa manera ellos pueden mejorar sus ideas y expresar mejor.

4. ¿Considera usted que los maestros deban aplicar con efectividad las estrategias educativas?

Sí, así demostrarían un mejor desempeño docente.

5. ¿Cree usted que los estudiantes no participan lo necesario en clases por poco conocimiento de vocabulario?

Sí, porque tienen vergüenza a equivocarse y no están seguros de participar.

6. ¿Considera usted que es necesario mejorar el conocimiento del vocabulario en el área de inglés?

Sí para que de esa manera tengan una mejor interacción con su entorno.

7. ¿Cree que es necesario fortalecer el vocabulario de los estudiantes para mejorar su comprensión?

Sí, ya que les sirve para poder comunicarse de una mejor manera.

8. ¿Cree usted que algunos estudiantes no tienen un buen conocimiento del vocabulario de inglés por falta de ayuda en casa?

Sí, ya que muchos padres trabajan y no pueden dedicar su tiempo a sus hijos.

9. ¿Una guía didáctica motiva a mejorar las destrezas escritas en inglés?

Sí, porque sirve de apoyo para el docente.

10. ¿Está de acuerdo en la implementación de una guía didáctica para mejorar el proceso de la enseñanza de la lengua extranjera?

Sí estoy de acuerdo con la implementación de una guía didáctica.
INTERVIEW TO THE PRINCIPAL

1. In the English subject should implemented educational strategies that are practiced to improve vocabulary?
Yes, since that way the knowledge in the students would improve.

2. Do you consider important that teachers receive tutoring English area of new educational strategies?
It is necessary that their capacities to improve their teaching strategies

3. Do you think it necessary to use interactive strategies to strengthen the acquisition of vocabulary in students?
Yes, because that way they can improve their ideas and express better.

4. Do you consider that the teacher needs to implement with effectively educational strategies?
Yes, thus demonstrating a better teaching performance

5. Do you think that students do not participate in classes needed for little knowledge of vocabulary?
Yes, because they are ashamed to be wrong and there is no insurance to participate

6. Do you consider important to improve vocabulary knowledge in the area of English?
If in order to have a better interaction with your environment

7. Do you think that is necessary to strengthen the vocabulary in the students to improve their understanding?
If that already serves the communicator in a better way.

8. Do you think that some students do not have a good knowledge of English vocabulary for lack of help at home?
Yes, since many parents work and can not devote their time to their children

9. A didactic guide encouraged to improve written English language skills?
Yes, because it supports the teacher.

10. Do you agree with the implementation of a didactic guide to improve the process of teaching of English language?
If I agree with the implementation of a didactic guide.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: Lenguas y Lingüísticas

INTERVIEW TO THE ENGLISH TEACHER

Objective: To determine the Educational Strategies are implement by teacher to reinforce the vocabulary of the students at Unidad Educativa Nueve de Octubre.

1. Develop in yours students the English language used of educational strategies?
   Yes, but I need more preparation

2. Do you think that the use educational strategies permit to the students a best understanding in the English language?
   If that helps us teach students better

3. Do you think your students are motivated the sufficient for to express themselves with the use of new strategies?
   If because that would help them improve their knowledge

4. Do you dedicated enough to improve the level of English language in the students?
   I dedicate as much as I can to my students

5. For students express the best in the English language is necessary to enhance the vocabulary?
   If because then they would have more funded to speak

6. Do you motivate the use of vocabulary inside and outside the classroom?
   Yes, in all that is within my reach.

7. Students are helped at home the necessary for to improve in the learning of English language?
   No, since many parents do not have enough knowledge in the language

8. The vocabulary helps in the strengthening of English language?
   If since that way allows them to have more confidence in classes

9. Do you think it is necessary to apply a Guide Didactic to develop the understanding of English language?
   If because it would be of great support to improve the use of the language

10. The didactic guide helps to improve learning in the students?
    If that would serve to improve their knowledge.
**OBJETIVO:**
**INFORMACIÓN ESPECÍFICA:**
Mark the answer you consider more appropriate in each required statement.

<table>
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<tr>
<th>Nº</th>
<th>STATEMENT</th>
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<th>2 Disagree</th>
<th>3 Indifferent</th>
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</tr>
<tr>
<td>2.</td>
<td>Las estrategias educacionales ayudan a expresarse mejor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>El uso de nuevos métodos de aprendizaje nos ayudan a mejorar el aprendizaje de inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Nuevas actividades de aprendizajes son aplicadas por su profesor para el entendimiento del idioma inglés</td>
<td></td>
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<td></td>
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<td>5.</td>
<td>El vocabulario básico es considerado importante para mejorar el aprendizaje de inglés</td>
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<td>6.</td>
<td>El vocabulario básico es importante para el entendimiento</td>
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<td>7.</td>
<td>El vocabulario básico adquirido es importante mejorar las ideas en inglés</td>
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<td>8.</td>
<td>El vocabulario básico adquirido puede ser desarrollado por estrategias educacionales</td>
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<td>9.</td>
<td>Profesores usan las estrategias educacionales como guía para unir el vocabulario básico adquirido</td>
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<td>10.</td>
<td>Los tutores necesitan ayudar a los estudiantes para desarrollar el vocabulario básico adquirido por una retroalimentación.</td>
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ENCUESTA A LOS ESTUDIANTES

OBJECTIVE:

SPECIFIC INFORMATION:
Mark the answer you consider more appropriate in each required statement.

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<tr>
<td>3</td>
<td>Educational strategies help to express personal thought.</td>
<td></td>
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<td>Educational strategies are done every day in class.</td>
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<td>5</td>
<td>Basic vocabulary acquired could be done by educational strategies</td>
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<td>6</td>
<td>Basic acquired vocabulary is important for understand</td>
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<td>Teachers use an educational strategy guide to link the acquired vocabulary</td>
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<td>10</td>
<td>Tutors need to help students to develop the basic vocabulary acquired by feedback.</td>
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**OBJECTIVE:**

**SPECIFIC INFORMATION:**
Mark the answer you consider more appropriate in each required statement.

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APPENDIX 3
PHOTO N° 1 INTERVIEW WITH THE PRINCIPAL OF SCHOOL

Fuente: Unidad Educativa Nueve De Octubre
Autores: Dolores Bravo Eugenio And Joseline Intriago Bulgarin

PHOTO N° 2 INTERVIEWS WITH THE ENGLISH TEACHER COORDINATOR

Fuente: Unidad Educativa Nueve De Octubre
Autores: Dolores Bravo Eugenio And Joseline Intriago Bulgarin
PHOTO N° 3 INTERVIEW WITH TEACHER’S AREA

Fuente: Unidad Educativa Nueve De Octubre
Autores: Dolores Bravo Eugenio And Joseline Intriago BULGARIN

PHOTO N° 4 STUDENTS IN CLASSROOM

Fuente: Unidad Educativa Nueve De Octubre
Autores: Dolores Bravo Eugenio And Joseline Intriago Bulgarin
PHOTO N° 6 HELPING STUDENT
WORKING WITH THE TUTOR IN THE PROJECT

Msc. Rodrigo Guerrero Segura
APPENDIX 4
Our desire for you as a teacher is to use the present guide made about: Creative Stories to Reinforce the Writing Skills. This point of departure has been revisited multiple times during the research process for getting best results with your students in English writing.

Dear Teacher

There has been an extensive and deep research to obtain the best for helping you in the English students writing process. And there is a full security that this may not only apply on the students of ninth grade because others could be been benefit.

DIDACTIC GUIDE WITH BASIC VOCABULARY
A thorough research was carried out to achieve the objectives set out in this project and to contribute to the teaching and learning process by strengthening the existing bases so that teachers can apply the necessary strategies to the benefit of the ninth grade students.

Our desire for you as a teacher is to use this guide made about: Basic vocabulary. This starting point has been revised several times during the research process to get better results with its students in English writing.

Best regards,

Dolores Bravo Eugenio & Joseline Intriago Bulgarin
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<td><strong>GOALS FOR TEACHING VOCABULARY</strong></td>
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<td><strong>PLANNING OF STUDY SESSIONS</strong></td>
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<td>Day 1</td>
<td>14</td>
</tr>
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<td>Day 2</td>
<td>16</td>
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WORKSHEET

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Lesson 2  17
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Lesson 4  21
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Vocabulary can make the writing more powerful and more effective and help the teacher and students say exactly what they mean. This indispensable tool will help to choose the best word for every expression and avoid vague words that do not give readers a good sense of their meaning. A great vocabulary is just one essential tool in the writer exercises, along with subject, verb, objective, noun and adjectives. Building the words is one of the easiest ways to improve the power of the writing of the teacher and students and make any writing task that much easier.

Vocabulary learning is an important and indispensable part of any language learning process. It is important to use formal and informal vocabulary instruction that engages student’s cognitive skills and give opportunities to the learners to actually use the words. Teacher should facilitate vocabulary learning by teaching learns useful words and by teaching strategies to help learners figure out meanings on their own. The
process writing involves the process-steps necessary to produce a good equality final piece of paper that it is named worksheet in this guide. It is important to indicate that there are three of them:

- **Write**: The children write down all their ideas. They don’t have to worry form or correctness or even order. The present one is practicing in lessons: 2

- **Writing Box**: it is made of pictures that children have self-selected and are interesting to them. When children are asked to talk about the pictures on the box, they talk about things that are of interest to them because they have selected the pictures for the box and write the corresponding vocabulary. This process is in the lesson

- **Words worksheets** are lists of words that the children have encountered in the exercises and they can be used in their worksheet of writing skill. The process is in the lessons:

- **Writing Models**: It is a short daily teacher demonstration of skills, strategies or procedures. The teacher uses chart paper, white
board or overhead to model writing in front of the whole class. This
intentional model, which relies on the teacher thinking aloud, allows
students to hear and see what writers do when they write. Texts are
typically short and completed in one session, although they may be
longer and written over several days or weeks.

The following strategies will build the mnemonics and define new
words: Strategy Constructing Sentences The teacher lists and pronounces
6-8 vocabulary words related to the main concepts to be learned and that
are adequately defined by the context in the text to be studied. Some of
these words can present relations to the text that students already know.

Students individually, with a partner or in groups use at least 2 of
these words to write sentences that they think may be in the text. Teacher
has already provided the list of sentence starters to help beginner students
create their sentences. This Strategy is used in the lesson:

**Coloring words:** Grammatical structures can be intimidating to children
who are learning English. This worksheet will help children easily identify
the activities the teacher provides in the following lessons.

**PARTS OF BASIC VOCABULARY**
Subject

The subject is an important part of a sentence or clause that commonly indicates what it is about or who or what performs the action that is, the agent. The concept which is affirmed by Bellarmine and Dorfman will assist to demonstrate knowledge comprehension as well as Spanish and English at the same time in the subject process.

Subject means topic. It involves a person or people, place or places, thing or things about which something is said. Subjects are for all time nouns or pronouns.

Verb

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. As illustrated in the next comment by Hirtle where he remembers Plato a famous philosopher:

A verb is a word which is denominated action for Plato. Aristotle said: it as a word which expresses moment or point in time and predication. Other characteristics are besides brought out by early grammarians – including someone, encouragement, and voice – but the most coherent defining attribute is the expression of time.

Word or group of words which indicate action or a state of being is named verb. It says what someone or something is doing of being.
Each Sentence contains a verb. In adding up to the main idea Barker said that is important because you cannot have a sentence or a question without a verb. That is how important these action parts of speech are.

**Object**

An object pronoun is not the subject of the sentence. Usually, the object is affected in some way by the subject of the sentence. The object can be many things, but it is what is acted upon by the verb. Some verbs do not take objects. The object that directly receives the action of the verb is called the direct object.

Object pronouns are an incredibly important part of the grammar of our everyday life. It is important to understand which pronouns are which, because it can help you understand the written language better. It is incredibly easy to learn about object pronouns: just try reading the cover of today's newspaper, and circling all the object pronouns you can find.

**Adjective**

In the following citation Huddleston explain about adjective attaches to a noun and shows its characteristics and qualities, its features and properties. The adjective is important because it helps in sentences to complete an idea giving more detail of what the students want to express. Typically signify characteristics of details of persons, animals, places, things, etc.: properties relating to age (baby, young), size (large, small), shape (circle, flat), weight (empty, light), color (yellow, blue), merit or quality (worst, right), and so on.

**Noun**
An interesting comment of Hesi in writing is the noun that reveals information that the writer wants to show by emphasizing its use, in addition the meanings used by writers are almost the same within a grammatical structure when it is useful in the language that is learned, the Students complement in their knowledge what is substantive. “A word or group of words that names a person, place, thing, or any syntactically similar word is named noun.”

TYPES OF BASIC VOCABULARY

Passive and Active voice

The comment about verb was that the verb signals an action, an occurrence, or a state of being. Then, it works in passive and active voice, too. Whether mental, physical, or mechanical, they always express activity. “While changing active into passive voice, subject of active is moved into the position of object preceded by the proposition “by” (optional), and object in active voice into the position of subject. In other words, the places of subject and object in sentences are inter-changed in passive voice.

After analyzing the concept mentioned, it is important either indicate that passive vocabulary also give receptive vocabulary. This type of vocabulary can be understood without problem once heard, however at the time of employment cannot be used as an oral or written expression. Beside it active vocabulary it is also known as productive vocabulary. It is the type of vocabulary that once said by the person is perfectly understood and at the same time is often used when expressing the person.
GOALS FOR TEACHING VOCABULARY

Teaching vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning. The process to teach the vocabulary may have variations from one teacher to another, but this guide provides a basic vocabulary that can help establishing a framework that will address students from different levels of proficiency.

The teacher needs to check with students the content vocabulary to verify if the content they use in their worksheet, the learners understand. Students respond and complete each exercise in the worksheets using the targeted vocabulary and this time they will complete the exercises depending of the directions with the teacher.
Teacher will review with the students the meanings of the vocabulary words and asks them to create personal, visual images to help them remember the meaning. Students create images that they will remember and discuss them with their classmates and with the teacher. New words with pictures or images are recorded in their vocabulary notebook.

During this process students will share the reason why they think the word selected is important for understanding the guide. After all the words have been explored, a final list of words is made of the words that are considered most important for understanding the text. Students record these words in their vocabulary notebook or journal.

Follow-up with activities to monitor that words have been learned. The following guide summarizes some of the steps presented, and displays strategies with goals to be used for every content area, including a self-assessment part for the teacher to keep track of strategies implemented that can work in specific environment classroom for fifteen minutes because the exercises are to reinforce the basic vocabulary.
BIBLIOGRAPHY


School: “Nueve de Octubre”

PLANNING OF STUDY SESSIONS

TITLE OF THE GUIDE: DIDACTIC GUIDE WITH BASIC VOCABULARY

Name of the teachers: Dolores Bravo and Joseline Intriago

Subject: English  Language work: Pronouns

Language Art: Personal Pronouns  Day: 1  Lesson: 1

Group: 9th grade  N° of students: 40  Time: 15 minutes

Assessments

Identifying pronouns.

Language Art

Look the pictures and write.

Writing Stage

Writing Box

Skills

Writing

Transversal Axis:

Pronouns

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
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<tr>
<td><strong>To write</strong> the pronouns</td>
<td>T has students focus on the writing correction.</td>
<td><strong>Ss</strong> focus and listen on the directions of the teacher.</td>
<td>Student Draft</td>
<td><strong>Technique</strong>: Writing</td>
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<tr>
<td><strong>To give</strong> ideas for correcting the paragraph.</td>
<td>T keeps helping the students group.</td>
<td><strong>Ss</strong> observe the relation between the writing with the pictures that will be glue.</td>
<td>Pictures about the family members</td>
<td></td>
</tr>
<tr>
<td>T keeps monitoring the pictures, which will be glue and are related with basic vocabulary</td>
<td><strong>Ss</strong> read carefully the sentences and the paragraph.</td>
<td></td>
<td>Pencil</td>
<td>Scanning</td>
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<td>Board</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SS write each thought without missing one of them.</td>
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WOKSHEET: Lesson 1  Day 1  WRITING STAGE: Writing Box

LANGUAGE ART: PERSONAL PRONOUNS

Name: __________________________________________

Basic Vocabulary

WRITING BOX

SINGULAR
I  YOU  HE  SHE  IT

PLURAL
WE  YOU  THEY

IDENTIFY THE PRONOUN ACCORDING TO EACH PERSON OR GROUP OF PEOPLE AND WRITE THEM IN THE BOX
**UNIVERSIDAD DE GUAYAQUIL**
Facultad de Filosofía, Letras y Ciencias de la Educación

**School:** “Nueve de Octubre”

**PLANNING OF STUDY SESSIONS**

**TITLE OF THE GUIDE:** DIDACTIC GUIDE WITH BASIC VOCABULARY

**Name of the teachers:** Dolores Bravo and Joseline Intriago

**Subject:** English  
**Language work:** Subject / Predicate

**Language Art:** Subject and Predicate  
**Day:** 2  
**Lesson:** 2

**Group:** 9th grade  
**N° of students:** 40

**Time:** 15 minutes

**Assessments**
The groups with the teacher have to organize the structure of the paragraph.

**Language Art**
Subject and Predicative

**Writing Stage**
Coloring words

**Skills**
Writing

**Transversal Axis:**
Identify the Subject and the Predicative.

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To explain</strong> clearly the writing activity to join the draft sentences.</td>
<td>T indicates introduction and conclusion in any writing.</td>
<td>Ss listen to the guide of the teacher.</td>
<td>Student Draft Pictures about the Pronouns</td>
<td><strong>Technique:</strong> Writing Questions Answers</td>
</tr>
<tr>
<td><strong>To define</strong> Subject and Predicative terms with their respective basic vocabulary.</td>
<td>T explains how to organize the sentences for doing a paragraph.</td>
<td>Ss follow and analyze the instruction of the teacher writing.</td>
<td>Pencil Sheet of papers</td>
<td>Ss get ready to write the result of the prewriting on your paper.</td>
</tr>
<tr>
<td></td>
<td>Ss observe their picture and relate with the writing.</td>
<td>Ss share their ideas after writing.</td>
<td>Markers Board</td>
<td>Ss guess meaning from context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Evaluation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Draft</td>
<td>Pictures about the Pronouns</td>
</tr>
<tr>
<td>Pencil</td>
<td>Sheet of papers</td>
</tr>
<tr>
<td>Markers</td>
<td>Board</td>
</tr>
</tbody>
</table>
A sentence must have a subject and predicate. 
The subject states who or what is doing the action. 
The predicate states what the subject is or does.

1. The horse likes to eat hay.
2. The students studied hard for the test.
3. My mom loves me very much.
4. The cell phone has a funny ring.
School: “Nueve de Octubre”

PLANNING OF STUDY SESSIONS

TITLE OF THE GUIDE: DIDACTIC GUIDE WITH BASIC VOCABULARY

Name of the teachers: Dolores Bravo and Joseline Intriago

Subject: English  Language work: Subject

Language Art: Subject touch Day: 3Lesson:3

Group: 9th grade  N° of students: 40

Time: 15 minutes

Assessments

Know the meaning of words following model

Language Art

Subject Touch

Writing Stage

Writing Models

Skills

Writing

Transversal Axis:

How does it touch?

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To develop</strong> the writing exercises.</td>
<td>T has students to identify the useful expressions organizing the structures of the sentences. T asks students to translate the useful expressions into Spanish according to the context form their sentences structure.</td>
<td>Ss skim the useful expressions in the writing. Ss work in group work to determine the meaning of the useful expressions based on their use in the writing.</td>
<td>Student Book  Student Flash Card about some members activities  Pencil  Pictures about the family  Markers</td>
<td>Technique: Writing &amp; Oral Group work  Guiding  Questions  Answers  T &amp; Ss Describe the structure sentence which will be written. Ss guess meaning for each word.</td>
</tr>
</tbody>
</table>
WOKSHEET: Lesson 3   Day 3      WRITING STAGE: Writing
LANGUAGE ART: Adjectives

Name: __________________________________________

SUGGESTING

Basic Vocabulary

Subject: Touch

How does it touch?

_______  ____  ______
### School:
“Nueve de Octubre”

### Planning of Study Sessions

**Title of the Guide:** Didactic Guide with Basic Vocabulary

**Name of the Teachers:** Dolores Bravo and Joseline Intriago

**Subject:** English  
**Language Work:** A / an  
**Language Art:** Identify articles

**Day:** 4  
**Lesson:** 4  
**Group:** 9th grade  
**N° of Students:** 40  
**Time:** 15 minutes

### Assessment
Students need to know the meaning of the articles. They will choose them to complete the exercise.

### Language Art
**Identify Articles**

### Writing Stage
**Determiner**

### Skills
**Writing**

### Transversal Axis:
**Articles**

### Abilities With Performance Criteria

<table>
<thead>
<tr>
<th>To listen</th>
<th>The list of the fruits and the articles of the basic vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify</td>
<td>The singular and plural of the graphics in the evaluation of their use.</td>
</tr>
<tr>
<td>To understand</td>
<td>And mentally plot the identification of each fruit.</td>
</tr>
</tbody>
</table>

### Teacher Activity
- **T** has students focus on the lesson about the articles from the worksheet and make the exercise.
- **T** asks a specific question about the picture relation with the vocabulary, which will be used.
- **T** helps the students with vocabulary to make exercise.

### Students Activity
- **Ss** listen to the conversation of the teacher.
- **Ss** observe the picture from the book and answer questions from the teacher.
- **Ss** write the questions and the responds made by the teacher.
- **Ss** read the copies.

### Resources Evaluation Activity
- **Student Book**
- **Flash Card about the fruits**
- **Pencil**
- **Sheet of papers**
- **Pictures about fruits**
- **Markers**
- **Pencil colors**

### Technique / Instrument

<table>
<thead>
<tr>
<th>Technique: Oral Test &amp; Writing Questionnaire Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ss</strong> Listening to the conversation for specific information.</td>
</tr>
<tr>
<td>Describe the characters who will be participated</td>
</tr>
<tr>
<td>What are the characters activities?</td>
</tr>
</tbody>
</table>
ARTICLES

Look at the picture and choose the correct article to write on the wrap:

1. It is ___ pineapple.
2. It is ___ apple.
3. It is ___ banana.
4. It is ___ orange.
5. It is ___ lemon.
6. It is ___ apricot.

When is plural you do not use a or an because it is only use in singular.

Thanks!
School: “Nueve de Octubre”

PLANNING OF STUDY SESSIONS

TITLE OF THE GUIDE: DIDACTIC GUIDE WITH BASIC VOCABULARY

Name of the teachers: Dolores Bravo and Joseline Intriago

Subject: English    Language work: Subject and Verb

Language Art: Subject and verb    Day: 5    Lesson: 5

Group: 9th grade    N° of students: 40

Time: 15 minutes

Assessments
They simultaneously must write and identify the pictures that will be glue.

Language Art
Subject and Verb agreement Do - Does

Writing Stage
Writing Models

Skills
Writing

Transversal Axis:
The Family: Reflection on the importance of the relatives, thoughts, actions or behaviors or results.

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To choose</strong> the subject-verb agreement</td>
<td>T sets groups and assigns them an expression to work with in a dialogue.</td>
<td>Ss listen to the instruction and conversation of the teacher.</td>
<td>Student Draft</td>
<td>Technique: Writing &amp; Oral Brainstorming Group work Guiding Questions Answers</td>
</tr>
<tr>
<td><strong>To link</strong> together the subject with the verb.</td>
<td>T monitors the work of the students and helps them to work in a simple way.</td>
<td>Ss observe the picture from their chart and start to relate them with their writing.</td>
<td>Pictures about the family members</td>
<td>Ss write the verb in the exercise</td>
</tr>
<tr>
<td><strong>To select</strong> the materials.</td>
<td></td>
<td>Ss listen to the teacher in the monitoring process.</td>
<td>Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss read the draft carefully.</td>
<td>Sheet of papers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Markers</td>
<td></td>
</tr>
</tbody>
</table>

**Resources**
- Student Draft
- Pictures about the family members
- Pencil
- Sheet of papers
- Markers
Basic Vocabulary

WRITING MODELS

SUBJECT – VERB AGREEMENT

DO or DOES

WRITE ON THE LINE WITH DO or DOES

<table>
<thead>
<tr>
<th>I</th>
<th>YOU</th>
<th>HE</th>
<th>SHE</th>
<th>IT</th>
<th>WE</th>
<th>THEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. - He ___________ not want to draw or paint.
2. - Why _________ they always go there?
3. - John _________ not like to eat broccoli.
4. - ___________ he play the piano?
**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**  
**TITLE OF THE GUIDE:** DIDACTIC GUIDE WITH BASIC VOCABULARY  
**Name of the teachers:** Dolores Bravo and Joseline Intríago  
**Subject:** English  
**Language work:** Singular and plural nouns  
**Language Art:** Identify singular and plural  
**Day:** 6  
**Lesson:** 6  
**Group:** 9th grade  
**N° of students:** 40  
**Time:** 15 minutes

**Assessment**  
Students need to know the meaning of the singular and plural nouns. They will choose them to complete the exercise.

**Language Art**  
Identify the plural and singular nouns

**Writing Stage**  
Writing

**Skills**  
Writing

**Transversal Axis:** Plural and singular nouns

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| **To listen** the rulers the singular and plural nouns of the basic vocabulary. | T has students focus on the lesson about the singular and plural nouns from the worksheet and make the exercise. | Ss listen to the conversation of the teacher. | Student Book  
Flash Card about the family members  
Pencil  
Sheet of papers  
Pictures about the family  
Markers | **Technique:** Oral Test & Writing  
Questionnaire  
Brainstorming |
| **To identify** the characteristics of the plural and singular nouns, from the interpretation of the graphics and the evaluation of their use. | T asks a specific question about the picture relation with the vocabulary, which will be used. | Ss observe the picture from the book and answer questions from the teacher. | Ss write the questions and the responds made by the teacher.  
Ss read the copies. |
| **To understand** and mentally plot the identification of each character | T helps the students with vocabulary to make exercise. | | | Ss Listening to the conversation for specific information.  
Describe the characters who will be participated  
What are the names of the characters?  
What are the rulers of plural and singular verbs? |
Basic Vocabulary

Look at the picture(s) in each box. Circle the correct noun for each picture.

- Cat /Cats
- Keys / key
- Bus / Buses
- Radio / Radios
- Knife / knives
- Fox / Foxes
- Baby / Babies
- Watch / Watches

Thanks!
### School: “Nueve de Octubre”

**TITLE OF THE GUIDE:** DIDACTIC GUIDE WITH BASIC VOCABULARY

- **Name of the teachers:** Dolores Bravo and Joseline Intrigio
- **Subject:** English
- **Language work:** Plural Nouns
- **Language Art:** Identify Plural nouns
- **Day:** 7  
- **Lesson:** 7
- **Group:** 9th grade
- **N° of students:** 40
- **Time:** 15 minutes

### Assessment

<table>
<thead>
<tr>
<th>Language Art</th>
<th>Writing Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the plural</td>
<td>Prewriting</td>
</tr>
</tbody>
</table>

### Writing Stage

<table>
<thead>
<tr>
<th>Skills</th>
<th>Transversal Axis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Plural nouns</td>
</tr>
</tbody>
</table>

### Abilites With performance criteria

<table>
<thead>
<tr>
<th>To listen</th>
<th>To identify</th>
<th>To understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>The list of think and the plural of the basic vocabulary.</td>
<td>The rulers od the plural nouns and the interpretation of the graphics and the evaluation of their use.</td>
<td>Mentally plot the identification of the plural nouns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
</table>
| T has students focus on the lesson about the plural nouns from the worksheet and make the exercise. | Ss listen to the conversation of the teacher. | Student Book  
Flash Card about the family members | **Technique:** Oral Test & Writing  
Questionnaire  
Brainstorming |
| T asks a specific question about the picture relation with the vocabulary, which will be used. | Ss observe the picture from the book and answer questions from the teacher. | Pencil  
Sheet of papers  
Pictures about the family  
Markers | Ss Listening to the conversation for specific information.  
Describe the characters who will be participated |
| T helps the students with vocabulary to make exercise. | Ss write the questions and the responds made by the teacher. | | What are the names of the characters? |
| | Ss read the copies. | | What are the characters activities? |
PLURAL NOUNS

Basic Vocabulary

Add the suffix to each noun adding s or es to the corresponding one of the following exercise:

Rules for Plural Nouns

Add s to form the plural nouns.
Like this:
Dog – dogs
Banana - bananas

Add es to nouns that end in s, x, ch and sh.
Like this:
Dish - dishes
Bus – buses
Fox - foxes
Quiz – quizzes
Church - churches

Dish____
Box____
Book____
Dress____
Apple____
Pear____
Greap____
Kiss____

Complete the wraps after the dictation from the teacher.

B __ __ S
B __ S __
__ H __ ___ ___

Thanks!
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación

School: “Nueve de Octubre”

TITLE OF THE GUIDE: DIDACTIC GUIDE WITH BASIC VOCABULARY
Name of the teachers: Dolores Bravo and Joseline Intriago
Subject: English Language work: Regular verbs – Past tense
Language Art: Regular verbs in past Day: 8 Lesson: 8
Group: 9th grade N° of students: 40
Time: 15 minutes

Assessment
Students need to know the meaning of regular verb in past tense. They will choose them to complete the exercise.

Language Art
Identify the regular verbs in past tense

Writing Stage
Writing models

Skills
Writing

Transversal Axis:
Regular verbs – Past tense

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To listen</strong> the list of the regular verbs of the basic vocabulary.</td>
<td>T has students focus on the lesson about regular verbs in past tense from the worksheet and make the exercise.</td>
<td>Ss listen to the conversation of the teacher.</td>
<td>Student Book Flash Card about the family members</td>
<td><strong>Technique</strong>: Oral Test &amp; Writing Questionnaire Brainstorming</td>
</tr>
<tr>
<td><strong>To identify</strong> the characteristics of the regular verbs, from the interpretation of the graphics and the evaluation of their use.</td>
<td>T asks a specific question about the picture relation with the vocabulary, which will be used.</td>
<td>Ss observe the picture from the book and answer questions from the teacher.</td>
<td>Pencil Sheet of papers</td>
<td>Ss Listening to the conversation for specific information.</td>
</tr>
<tr>
<td><strong>To understand and mentally plot the identification of each rules for the regular verb in past time.</strong></td>
<td>T helps the students with vocabulary to make exercise.</td>
<td>Ss write the questions and the responds made by the teacher.</td>
<td>Pictures about the family Markers</td>
<td>Describe the characters who will be participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss read the copies.</td>
<td></td>
<td>What are the characters of the regular verbs?</td>
</tr>
</tbody>
</table>
Regular Verbs – Past tense

Name: ________________________________________

Basic Vocabulary

1. Write the past simple of the verb in the correct list

<table>
<thead>
<tr>
<th>walk + -ed</th>
<th>receive + -ed</th>
<th>study + -ied</th>
<th>stop + p + -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

He played football last Sunday.

Thanks!
**School:** “Nueve de Octubre”  
**TITLE OF THE GUIDE:** DIDACTIC GUIDE WITH BASIC VOCABULARY  
**Name of the teachers:** Dolores Bravo and Joseline Intriago  
**Subject:** English  
**Language work:** Writing irregular verbs  
**Worksheet:**  
**Language Art:** Identify verbs  
**Day:** 9  
**Lesson:** 9  
**Group:** 9th grade  
**N° of students:** 40  
**Time:** 15 minutes

### Assessment
Students need to know the meaning of the Irregular verbs. They will choose them to complete the exercise.

### Language Art
Identify Irregular verbs

### Writing Stage
Writing Box

### Skills
Writing

### Transversal Axis:
Irregular verbs

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
<th>Teacher Activity</th>
<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To listen</strong> the list of the irregular verb of the basic vocabulary.</td>
<td>T has students focus on the lesson about the irregular verbs from the worksheet and make the exercise.</td>
<td>Ss listen to the conversation of the teacher.</td>
<td>Student Book</td>
<td><strong>Technique:</strong> Oral Test &amp; Writing Questionnaire Brainstorming</td>
</tr>
<tr>
<td><strong>To identify</strong> the ruler of the irregular verbs, from the interpretation of the graphics and the evaluation of their use.</td>
<td>T asks a specific question about the picture relation with the vocabulary, which will be used.</td>
<td>Ss observe the picture from the book and answer questions from the teacher.</td>
<td>Flash Card about the family members</td>
<td>Ss Listening to the conversation for specific information.</td>
</tr>
<tr>
<td><strong>To understand</strong> and mentally plot the identification of each character of the irregular verbs</td>
<td>T helps the students with vocabulary to make exercise.</td>
<td>Ss write the questions and the responds made by the teacher.</td>
<td>Pencil</td>
<td>Describe the characters who will be participated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ss read the copies.</td>
<td>Sheet of papers</td>
<td>What are the irregular verbs?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Markers</td>
<td></td>
</tr>
</tbody>
</table>
IRREGULAR VERBS

Name: ________________________________________

Fill in the blanks with the correct form of the verb.

1. My mother _________ (make) a cake.
2. Mr. Hamilton _______ (have) a beautiful garden.
3. Last month, I ______ (write) a letter to my cousin.
4. In the breakfast, I _____ (eat) some bread.
5. Mrs. Susie ______ (do) the shopping with his wife.

SING / SANG / SUNG

1. eat - ate - eaten
2. fly – flew – flown
3. see – saw – seen
4. swim – swam – swum

Thanks!
**School:** “Nueve de Octubre”  
**PLANNING OF STUDY SESSIONS**  
**TITLE OF THE GUIDE:** DIDACTIC GUIDE WITH BASIC VOCABULARY  
**Name of the teachers:** Dolores Bravo and Joseline Intríago  
**Subject:** English  
**Language work:** Adjectives  
**Language Art:** Adjectives and Determiner  
**Day:** 10  
**Lesson:** 10  
**Group:** 9th grade  
**N° of students:** 40  
**Time:** 15 minutes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students need to know the meaning of the adjectives. They will choose them to complete the exercise.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Art</strong></td>
<td>Adjectives and Determiner</td>
</tr>
<tr>
<td><strong>Writing Stage</strong></td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Transversal Axis:</strong></td>
<td>The clothes: Identify the characteristic about clothe and adjectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abilities With performance criteria</th>
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<th>Students Activity</th>
<th>Resources Evaluation Activity</th>
<th>Technique / Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To listen</strong></td>
<td>T has students focus on the lesson about the adjectives from the worksheet and make the exercise.</td>
<td>Ss listen to the conversation of the teacher.</td>
<td>Student Book</td>
<td>Technique: Oral Test &amp; Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Flash Card about the family members</td>
<td>Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pencil</td>
<td>Brainstorming</td>
</tr>
<tr>
<td><strong>To identify</strong></td>
<td>T asks a specific question about the picture relation with the vocabulary, which will be used.</td>
<td>Ss observe the picture from the book and answer questions from the teacher.</td>
<td>Sheet of papers</td>
<td>Ss Listening to the conversation for specific information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pictures about the family</td>
<td>Describe the characters who will be participated</td>
</tr>
<tr>
<td><strong>To understand</strong></td>
<td>T helps the students with vocabulary to make exercise.</td>
<td>Ss write the questions and the responds made by the teacher.</td>
<td>Markers</td>
<td>What are the names of the characters?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADDING ADJECTIVES

ORGANIZE WORDS INTO CATEGORIES THE ADJECTIVE BASIC VOCABULARY

<table>
<thead>
<tr>
<th>Determiner</th>
<th>Observation</th>
<th>Size</th>
<th>Color</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/an/the</td>
<td>this/that/these/those</td>
<td>Large/small Big/short</td>
<td>Blue/orange Red/yellow</td>
<td>Italian American</td>
</tr>
<tr>
<td>Expensive</td>
<td>Beautiful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look at the picture and choose the correct adjective in the correct order to write on the wrap.

a.- The Skirt pink is ___ an _________ large __________.
b.- The brown pants are _______ ___________ italian.
c.- The girl is wearing a _________ _________ jacket.
d.- The pullover of the girl is _________ beautiful _________.

Thanks!