UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación Escuela de Lenguas y Lingüística

EDUCATIONAL PROJECT

**TOPIC:** MOTIVATIONAL VOCABULARY TECHNIQUES FOR DEVELOPING THE ORAL PRODUCTION OF THE STUDENTS OF 7TH YEAR BASIC AT ADRIANA FUENTES PUBLIC SCHOOL.

**PROPOSAL:** DESIGN AND APPLICATION OF AN ILLUSTRATIVE BOOKLET WITH VOCABULARY AND GRAMMAR EXERCISES TO PROMOTE SPEAKING SKILLS.

In partial fulfillment of the requirements for the Degree of Licenciad@ en Ciencias de la Educación, especialización en Lengua y Lingüística Inglesa.

**RESEARCHERS:**
Leonardo Javier Mecias Mendoza
Elsa Hanet Alvarado Villamar

**DIRECTED BY:**
MSc. María José Barragán Camacho

GUAYAQUIL-ECUADOR
2013-2014
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística

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DEDICATION

With all my heart to my parents, who are no longer with me but i owe, because they always left pending and never finished this educational project for countless reasons. Also I thank my family, for helping me in one way or another to the completion of this project. To my daughter, friend and mom

ELSA ALVARADO

This thesis is dedicated to my parents Elena and Daniel, who have taught me that the best legacy is study. My tutor MsC. María José Barragan and also dedicated to my friends “Los de Atras” Eveling, Stefany, Katherine, Roxana, Jorge and Paolo, they have been a supported by these long six years.

LEONARDO MECIAS
ACKNOWLEDGEMENT

MsC. María José Barragan who has been the ideal tutor. His wise counsel and encouragement of the patient helped the writing of this thesis in innumerable ways.

ELSA ALVARADO

It is with immense gratitude that I acknowledge the support and help of my Tutor Msc. María José Barragan … the authorities of this ability to my family who always supported me in all this hard road and above all thank you very much to God ....

LEONARDO MECIA
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THESIS RECORD FORM

TITLE/ SUBTITLE: Motivational vocabulary techniques for developing the oral production of the students of 7th year basic at Adriana Fuentes public school.

PROPOSAL: Design an application of an illustrative booklet with vocabulary and grammar exercises to promote speaking skills.

AUTHORS: Mecias Mendoza Leonardo Javier Alvarado Villamar Elsa Hanet

TUTOR: MsC. María José Barragan.

INSTITUTION: Universidad de Guayaquil

FACULTY: Filosofía, Letras y Ciencias de la Educación.

CAREER: Lenguas y Lingüística

PUBLICATION DATE: Guayaquil, 15 de mayo del 2015.

No of pages: 49

DEGREE: Licenciado en Ciencias de la Educación. Especialización: Lengua Inglesa y Lingüística

THEMATIC AREAS:

English Teaching , Pedagogy

KEY WORDS: Speaking skills improve effective.

ABSTRACT: Innovating vocabulary techniques to develop oral production in students of the 7th grade basic at Adriana Fuentes public school by designing an illustrative booklet with vocabulary and grammar exercises to promote speaking skills in the classroom is the sole purpose of this project. This project took place at the school mentioned above where it specifically focused itself on the related learning process to improve students of the 7th grade ability to communicate. Through direct observation, we found that teachers do not have good resources to develop the oral production with the learners, for this reason, students do not have opportunities to improve this skill inside the classroom. Students’ experiences and teachers’ needs for improving this skill were the inspiration to elaborate this project. Speaking as a principal ability to communicate with others, we selected different oral activities to improve this skill for making students practice them. Educators must consider this project for enhancing students express their feelings, comments, ideas or concerns. Related to the methodology applied, this research is considered as a bibliographic research to improve this skill, and it is also categorized as field research with the educational process as soon as the results demonstrate the effect of the research instruments that were applied. We considered to elaborate our booklet according to students’ experiences and needs. Improving students’ language learning process will help them with oral production a lot more effectively with the use of this booklet and showing progress in their speaking activities as well through several activities at hand.

RECORD NUMBER:

CLASSIFICATION NUMBER:

URL:

PDF ATTACHED: YES

PHONE: 0982475698 – 0991721810

E-MAIL: leonardomeciasmendoza@hotmail.com

hanetalvarado@hotmail.com

CONTACT WITH AUTHORS

CONTACT IN THE INSTITUTION:

Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas Phone:
## FICHA DE REGISTRO DE TESIS

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**AUTORES:**
- Mecias Mendoza Leonardo Javier
- Alvarado Villamar Elsa Hanet

**TUTORA:**
- MsC. María José Barragan.

**INSTITUCIÓN:** Universidad de Guayaquil

**FACULTAD:** Filosofía, Letras y Ciencias de la Educación

**CARRERA:** Licenciatura en Ciencias de la Educación. Especialización: Lengua Inglesa y Lingüística

**FECHA DE PUBLICACIÓN:** Guayaquil, 14 de mayo del 2015

**No. DE PÁGS.:** 49

**TÍTULO OBTENIDO:** Licenciado en Ciencias de la Educación Especialidad Lengua Inglesa y Lingüística

**ÁREAS TEMÁTICAS:**
- Enseñanza del idioma Inglés
- Pedagogía

**PALABRAS CLAVE:**
- Habilidades para hablar y mejorar eficazmente.

**RESUMEN:**
Innovando técnicas de vocabulario para desarrollar la producción oral en estudiantes de la básica séptimo grado en la escuela pública Adriana Fuentes diseñando un folleto ilustrativo con ejercicios de vocabulario y gramática para promover las habilidades de hablar en el aula es el único propósito de este proyecto. Este proyecto se llevó a cabo en la escuela antes mencionada donde se centró específicamente en el proceso de aprendizaje relacionado para mejorar la capacidad de los estudiantes de séptimo grado para comunicarse. A través de la observación directa, se encontró que los profesores no tienen buenos recursos para el desarrollo de la producción oral con los estudiantes, por esta razón, los estudiantes no tienen oportunidades para mejorar esta habilidad dentro del aula. Experiencias y necesidades de Estudiantes del Profesorado para mejorar esta habilidad fueron la inspiración para la elaboración de este proyecto. Hablando como director capacidad para comunicarse con los demás, se seleccionaron diferentes actividades orales para mejorar esta habilidad para hacer que los estudiantes practiquen ellos. Los educadores deben considerar este proyecto para la mejora de los estudiantes expresen sus sentimientos, comentarios, ideas o preocupaciones. En cuanto a la metodología aplicada, esta investigación se considera como una investigación bibliográfica para mejorar esta habilidad, y también se clasifica como una investigación de campo con el proceso educativo en cuanto los resultados demuestran el efecto de los instrumentos de investigación que se aplicaron.

**No. DE REGISTRO**

**No. DE CLASIFICACIÓN:**

**DIRECCIÓN URL (tesis en la web):**

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**CONTACTO CON AUTOR/ES**
- Teléfono:
- E-mail:

**CONTACTO EN LA INSTITUCIÓN:**
- Filosofía, Letras y Ciencias de la Educación
- Escuela de Lenguas Telefono
De mis consideraciones:

En virtud de la designación mediante Oficio #209 emitida por la Dirección de la Escuela de Lenguas y Lingüística, Facultad de Filosofía, Letras y Ciencias de la Educación con fecha Octubre 21 del 2013, en la cual se me nombró Consultora de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que el grupo integrado por:

PROF. Elsa Hanet Alvarado Villamar
PROF. Leonardo Javier Mecías Mendoza

Diseñó y ejecutó el proyecto con el tema:

Motivational vocabulary techniques for developing the oral production of the students of 7th year basic at Adriana Fuentes Public School.

Con la propuesta:

Design and application of an illustrative booklet with vocabulary and grammar exercises to promote speaking skills.

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACION, y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente

MSc. María José Barragán Camacho
PROFESORA - ASESORA
Técnicas de vocabulario motivacional para el desarrollo de la producción oral de alumnos de 7º año de básica en el colegio público Adriana Fuentes. Diseñe una aplicación de un folleto ilustrativo con ejercicios de vocabulario y gramática para promover las habilidades del habla.

Investigadores: Leonardo Mecias
Elsa alvarado
Consejero: MSc. Maria Jose Barragán Camacho
Fecha: 11 de mayo de 2015

RESUMEN

El único propósito de este proyecto es el diseño de un folleto ilustrativo con ejercicios de vocabulario y gramática para promover las habilidades para hablar en el aula. Este proyecto se llevó a cabo en la escuela mencionada anteriormente, donde se enfocó específicamente en el proceso de aprendizaje relacionado para mejorar la capacidad de comunicación de los estudiantes de 7º grado. A través de la observación directa, encontramos que los maestros no tienen buenos recursos para desarrollar la producción oral con los alumnos, por esta razón, los estudiantes no tienen oportunidades de mejorar esta habilidad dentro del aula. Las experiencias de los estudiantes y las necesidades de los maestros para mejorar esta habilidad fueron la inspiración para elaborar este proyecto. Hablando como una habilidad principal para comunicarse con otros, seleccionamos diferentes actividades orales para mejorar esta habilidad para hacer que los estudiantes las practiquen. Los educadores deben considerar este proyecto para mejorar los estudiantes expresando sus sentimientos, comentarios, ideas o inquietudes. En relación con la metodología aplicada, esta investigación se considera una investigación bibliográfica para mejorar esta habilidad, y también se clasifica como investigación de campo con el proceso educativo tan pronto como los resultados demuestren el efecto de los instrumentos de investigación que se aplicaron. Consideramos elaborar nuestro folleto de acuerdo con las experiencias y necesidades de los estudiantes. Mejorar el proceso de aprendizaje de idiomas de los estudiantes les ayudará con la producción oral mucho más eficazmente con el uso de este folleto y mostrando progreso en sus actividades de expresión oral a través de varias actividades a la mano.

PALABRAS CLAVE: hablar habilidades mejorar eficaz
Motivational vocabulary techniques for developing the oral production of the students of 7th year basic at Adriana Fuentes public school. Design an application of an illustrative booklet with vocabulary and grammar exercises to promote speaking skills.

Researchers: Leonardo Mecias Elsa Alvarado
Advisor: MSc. María José Barragán Camacho
Date: May 11, 2015

ABSTRACT

Innovating vocabulary techniques to develop oral production in students of the 7th grade basic at Adriana Fuentes public school by designing an illustrative booklet with vocabulary and grammar exercises to promote speaking skills in the classroom is the sole purpose of this project. This project took place at the school mentioned above where it specifically focused itself on the related learning process to improve students of the 7th grade ability to communicate. Through direct observation, we found that teachers do not have good resources to develop the oral production with the learners, for this reason, students do not have opportunities to improve this skill inside the classroom. Students´ experiences and teachers´ needs for improving this skill were the inspiration to elaborate this project. Speaking as a principal ability to communicate with others, we selected different oral activities to improve this skill for making students practice them. Educators must consider this project for enhancing students express their feelings, comments, ideas or concerns. Related to the methodology applied, this research is considered as a bibliographic research to improve this skill, and it is also categorized as field research with the educational process as soon as the results demonstrate the effect of the research instruments that were applied. We considered to elaborate our booklet according to students´ experiences and needs. Improving students' language learning process will help them with oral production a lot more effectively with the use of this booklet and showing progress in their speaking activities as well through several activities at hand.

KEY WORDS: speaking skills improve effective
INTRODUCTION

Learning another language in our country arouses little interest. Some years ago it was thought that teaching English to children was a futile charge. Today this idea has changed. Therefore we must start by the positive assessment of learning a new language as the future of people passing through the living and the need to master other languages to improve opportunities and quality of life and to ensure the coexistence and exchange culture since the short time increasing their knowledge about other cultures. Poor motivation and low interest of students in the English learning process have been one of the major educational problem, and for many teachers it has become impossible to deal. We strongly believe that this project shows a practical, interactive and innovate way of teaching in order to involve and to engage students in learning a new language. It is important to be able to communicate in English, which is a field of study that has many benefits for learners. We are living in a very competitive world. For that reason students must be prepared in all aspects to face the world today in their life both personally and professionally. This project’s main goal is to aid students to be able to manage every day spoken English in real context, by giving them a meaningful learning in the classroom by means of motivational vocabulary techniques, so they can achieve a more advanced level. One of the aspects in the English teaching process is to provide student a rich list of vocabulary which allows them to interact in real situations. We think that, interactive methodology, and attractive didactic material are feasible for the learning process. On this basis we propose the implementation of playful and innovative strategies and techniques, and also the application of a handbook with interactive activities, and useful material to encourage student to success in English learning. The present project is made up of the following chapters: Chapter one, which is directly related to the Location of the problem, so that it gives us a Problem situation, Causes and
Consequences, Formulation of the problem, Variables: Independent, Dependents; Delimitation of the problem, Objectives: General and Specifics, Evaluation of the Problem.

And Justification Chapter

Two, which deals with The Theoretical Framework, exposing the Theoretical Foundation, shows the development of the variables: Vocabulary and its importance, Principles, Types of Vocabulary, among other aspects, as well as the dependent variable which is speaking with its definition, importance, etc. Chapter Three which explains the Methodology, covering: Design of the Research, Types of Investigation, Level of the Research, Instruments of the Investigation, Population and Sample, Procedure of the Investigation. Chapter Four, which shows the Analysis of the Results that exemplifies the Survey to the Students, as well as the interviews to the authorities. Finally it presents the Conclusions and Recommendations. Chapter Five deals with the proposal related to Design and application of an illustrative booklet with vocabulary and grammar exercises to promote speaking skills for the students of 7th year basic at “Adriana Fuentes” Public School year 2013 – 2014. It starts with Justification, Pedagogical Foundation, Psychological Foundation, Feasibility of the Proposal, Sectorial Local, Description Local, Description of the Proposal, Conclusion, Beneficiaries and Social Impact.
CHAPTER ONE

THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the problem

This present problem addresses the lack of encouragement that students have when it comes to producing the language orally. This was witnessed at Adriana Fuentes’ Public School by using an exploratory research which recognizes this fact as a current problem in the public Education.

This school is located in a rural area in the Canton Nobol. It has a total of 253 students with regenerated classrooms but it needs more motivation and better learning resources for English language teaching.

As a result, we notified the school’s principal about the present situation, also some teachers, students and colleagues that agreed in finding the most effective solution to this situation.

The Director agreed with having a project that will be able to give students in the Basic English Learning the proper resources. One of the possible causes is the lack of motivation for initiating the learning process with an appropriate vocabulary in order to improve Basic English production. Therefore the creation of a vocabulary booklet will be useful for teachers so that they can make classes more dynamic and fun.

Conflict Situation

According to some observations, this problem is due to few opportunities that students have in speaking this foreign language and also the fact that there is not enough didactic material used by the teacher. Up to now, nobody has been involved in solving the lack of students’ encouragement
in Oral Basic English production which causes low grades, little motivation due to the scarce control of the activities on behalf of the students’ parents.

This booklet will help students to increase their knowledge of vocabulary and speak without concern or fear of improving the pronunciation of words, phrases.

**CAUSES AND CONSEQUENCES**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>Few Didactic Materials.</td>
<td>Low scholastic accomplishment.</td>
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<tr>
<td>Little motivation in the students.</td>
<td>The class is not interactive.</td>
</tr>
<tr>
<td>The Classroom is noisy.</td>
<td>They do not pay enough attention.</td>
</tr>
<tr>
<td>Conflict among students.</td>
<td>The students do not listen to the teacher.</td>
</tr>
<tr>
<td>Confusion about grammar patterns.</td>
<td>The students find difficulties to speak.</td>
</tr>
</tbody>
</table>

Source: Adriana Fuentes School
Researchers: Leonardo Mecias, Elsa Alvarado

**FORMULATION OF THE PROBLEM**

How can motivating vocabulary techniques develop the oral production of the students of 7th year basic at "Adriana Fuentes" Public School during the school year 2013 - 2014?

**VARIABLES**

**Independent**

Motivating Vocabulary Techniques.

**Dependent**

Dependent Development of Oral Production.

**DELIMITATION OF THE PROBLEM**

Field: Basic Education
Area: Foreign Language.-English

Aspect: Formative Pedagogical

Topic: Motivational vocabulary techniques for developing the oral production of the students of 7th year basic at Adriana Fuentes Public School.

Proposal: Design and application of an illustrative booklet with vocabulary and grammar exercises to promote speaking skills.

OBJECTIVES OF THE INVESTIGATION

General objective

- To improve oral production in students of the 7th grade basic at “Adriana Fuentes” Public School using motivational vocabulary techniques.

Specifics

- To diagnose the level the oral production of the students.

- To choose the appropriate motivational vocabulary techniques.

- To enhance student’s oral production.

- To design a guide with a fun and an easy vocabulary.

- To monitor the activities.

EVALUATION OF THE PROBLEM

Clear: This investigation is going to be written with an easy grammatical structure and it is going to contain the respective glossary.
Evident: The Students do not have the right way to improve their Oral production, this was the problem that we detected and up to now nobody has solved it.

Specific: Has been oriented in order to improve oral production through the use motivational vocabulary techniques with students´ vocabulary basic 7th year basic.

Feasible: Because we have the support of the Authority of the Institution and everybody is engaged in giving us the necessary facilities to put it into practice.

Original: This project is original because nobody has done any investigation about the problem in this school before.

Delimited: This project will be held in the school year 2013 - 2014 in the public school "Adriana Fuentes" in which there are 253 students, the school is located in Nobol.

JUSTIFICATION

This Project related to the encouragement of the oral production from students of 7th in the Basic English learning with the motivational vocabulary techniques, is important since we will make students participate constantly. This project will benefit the students because they will learn English in an easy way through the development of different skills. Besides that, our project will benefit the parents and institution.

Up to now there has not been any outstanding yield because any activity with innovated techniques had been applied but we are sure that in the course of the development of the tasks, we will perceive a wide change in the students´ knowledge. Mainly the students will get a significant good learning and we could strengthen and realize about their creativity. And also
teachers working conditions can improve and due to this reason the proposal that we are supplying is worthy of being applicable to the present conditions and situations.

This project will be applied to all students in the 7th year of the public school "Adriana Fuentes" all our project is focused on helping teachers, parents and especially students who will be able to increase their level of knowledge and oral production.

This project will improve the speaking fluency of the students of the school, furthermore it is a curriculum requirement that the students should graduate with fluency of the language.

The teachers will plan their classes easily because the present project and its proposal will be able to be more dynamic and increase the concentration and interest of students.

The school will have the format, so every year it can be applied to other students and courses. As a consequence the community in general will have better professionals and that is why they will have a firmer foundation upon pursue higher levels.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND OF THE STUDY

According to the research that we have performed in the library of the school of languages we realized that there were other projects related to the topic, but these were focused on another point of view, as well as they were performed in different institutions.

The school “Adriana Fuentes” has never been object of study of any project neither Spanish nor English that is why it is an original.

THEORETICAL FOUNDATION

MOTIVATIONAL VOCABULARY TECHNIQUES

VOCABULARY

Definition

Vocabulary are the words that we speak and write every day. Ever since childhood, we begin building vocabulary up in all aspect. Vocabulary is defined by Oxford advanced learner’s (2010) as the set of words used by someone, as well as the number of words from a specific language and the group of words employed for talking about a precise topic. We are in constant learning as we go through this journey called life. All those words we use to communicate with are called vocabulary.

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of
the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

(Pilkulsk, J. 1974) Vocabulary and the skills that come with it properly can be some of the best instruments we can give to our students to succeed in education and in life, period.

Developing skills that give you the advantage to use words and not just memorizing them is what we should teach our students to do. We must focus in developing vocabulary skills in our students and make them aware to be responsible for their own education.

Reading would be incomprehensible if there is no vocabulary knowledge at hand. It’s the sole contribution to any reader or writer or language speaker out there. Nevertheless, student learn vocabulary indirectly, the natural approach way, through daily experiences in the oral and writing field. And of course, there is the carefully designed instruction which is also used for vocabulary learning. According to Dalilla C. (1973)

**Education by competition adopts the theory of bounty, praise, material rewards such as medals, ribbons badge, honor rolls, awards in public, to learn better the student should feel interested in the field of vanity and competition.** (pg, 117)

There is no communication if we don’t have sound vocabulary. It is essential to learn it and also very necessary because it doesn’t matter how well your grammar skill may be, vocabulary is one of the things necessary to communicate.

**IMPORTANCE**

One of the goals in language is to be able to communicate with others in the same or any other language. Efficiency is found in the way we speak and
address ourselves and any other aspect. We, as teachers, want our students to be as proficient as possible in the language that they are learning, which is English in our case. Speaking is where students find the thrill of learning the language. They don’t feel the same enthusiasm for the other skills, reading, writing nor listening. But they most know that all skills are and always will be integrated.

Students that are studying a second language consider vocabulary acquisition and learning very important components throughout the process. Whether it is for advanced English levels or strict language vocabulary usage, the level of vocabulary and wording must be of the utmost, advance caliber and handling. It is very important and essential to learn vocabulary because regardless how well a person can master grammar, pronunciation, or anything else, no sound and proper communication would be achieve without vocabulary. (Lopez, R. 1995)

It is very important to have reading skills developed depending on how much vocabulary knowledge we have and how much we can manage technical words, our communication, and reading techniques in order to acquire and improve it.

How to use and learn vocabulary is our goal for our students to accomplish (Butler, S. 2010) the main objective pursue by the vocabulary acquisition is to provide students the denotation as many words as possible in order to make them communicate in an effective way.

How well students communicate depends on their effectiveness when managing vocabulary. The higher the level of vocabulary, the more chances they have to achieve academically in the process of learning.

**TYPES OF VOCABULARY**

It is essential to distinguish the different types of vocabulary you may find or
run into because the all have a different focus and way of handling. Some will be prioritize and given emphasis depending on the way the learner needs and objectives. There are different types of vocabulary that will be presented here.

**SPOKEN VOCABULARY**

Communication is done with words, sounds in pattern, but when it comes to writing, the vocabulary is done with function words and not lexical ones.

(Jiangwen & Bindin, 2002), When students are exposed to real communication that is to say spoken vocabulary nevertheless written vocabulary represents the basic supply of input when developing language acquisition.

Listening is a lot greater of a concept to us than speaking is one of the venues that we can encounter is speaking. It production that is orally and that involves one of the language developments. Students value this ability in high ranks, but teachers find it as a hard to accomplish skill in students and even themselves. There is a great feeling of anxiety when it comes to speaking. The importance of knowing how to develop oral skills and teachers ability to promote development will be discussed in this session.

When it comes to speaking activities, it must be decided to know if students need a high structure like drills and controlled activities for practicing in learning or understanding the low structure, for example, in role plays, simulators, and for using what is necessary to recheck the language that is going of be used on each task. Students can work in pairs or in groups.

The learners should be monitored so that the task is completed and the students must be given feedback from teachers. Teachers should also be aware that students need to be encompassed in the three areas of knowledge involving speaking.
Not all the attention should be given to each area all at once, but it’s important to make students aware of each area importance so students know what is expected from each well planned out class, lesson or task.

- Mechanics: The pieces that make up speaking including pronunciation, intonation and grammar or word order are included in this area.

- Functions: Whether is transactions or interactions, precise understanding or none needed is what we call functions.

- Social/Cultural rules and norms: Cultural value that is inherited in a language where social norms, roles, and etiquette for social registration are known as social/culture and norms.

Our project was based on the Constructivism can be approach in teaching and learning if it’s based on the premises that is known as mental construction. Another way of saying this can be defines as vague vocabulary. Constructivists think that learning can be affected according to the context in which the idea is given and perceived by the student and attitudes.

WRITTEN VOCABULARY

It is of ease relief to express ourselves orally, using our hand movement, facial expressions and even our intonation that can have so many meanings depending on our tone of voice. All this is just to find the proper words and give our communication concrete ideas just like we do in writing.

(Wu Jiangwen and Wang Bindin, 2002) Written texts in vocabulary associations do not allow students to make so many mistakes like repetitions and lexical negations which are really common when referring to spoken texts.
So that, it is really important for students to be in contact with opportunities to practice the vocabulary they have acquired in class, for activating it and forming a framework to be used when speaking.

**MOTIVATION TO TEACH VOCABULARY**

Vocabulary is not always possible to achieve because of the fact that complexity of vocabulary has to be considered. In addition, teachers could encourage learners to continue acquiring vocabulary even after the elemental level of teaching vocabulary has been reached. (Butler, S. 2010) Our duty as formers is to arrange for giving students the chances to integrate words, their definitions and uses as well.

An effective communication depends on managing vocabulary knowledge and how the teacher plans several activities for allowing the students to develop their vocabulary cognition.

That is why motivation plays an important. It is always necessary to reckon that a learner cannot be engaged with the object of study if he is not motivated enough, even though the process only deals with the language acquisition.

Strategies that are important are those in which students develop a habitual concept about it. They can be done to continue and make responsibility a sense of being about their own acquisition when it deals with vocabulary.

Students will find vocabulary learning beneficial. It is also a need for teachers to animate student into developing their own vocabulary strategies which include guessing, dictionary usage, memory games and how to direct these into an independent study habit that with time will become a second nature to them.
CONTEXTUAL GUESSING

Contextual guessing refers to the ability to infer the meaning of an expression using contextual clues, and the words around it. No matter what level our students are in, they will often come across difficult words in texts they are exposed to. Inferring and guessing meanings of unfamiliar words is a strategy which is worth developing.

With contextual guesswork we can do our best to infer meaning from expressions, clues in context too. First, the theory that addresses guessing should be explained, then an unknown proportion of words should be guessed.

At last, there are things that can still be learned in parts of speech and they are collocations like contextual guessings in where the strategy to help students is not just giving them more isolated words to be learned in contrast is the mission to explain them how they can be combined and applied as a set. Students use this relationship with words and meaning. This useful technique can assist them into getting meaning and breaking in down to independent use of their own vocabulary.

MEMORIZING

Memorizing strategies refer to those involving making connections between the words to be learned and some antecedent learned knowledge, using sounds or image. Nattinger A. (1988) said “Words in our mental lexicon are tied to each other not only by meaning form and sound but also by sight” (pg 26)

Memorizing strategies play an important role in students’ vocabulary acquisition; there are several memorizing strategies such as, semantic maps, study of spelling, pictorial representation, etc. Some examples of memorizing strategies are affixes learning, repetition and recycling words.
Learning suffixes and to develop vocabulary efficiently, prefixes and suffixes are a very useful strategy. There is a relatively small group of useful affixes in English vocabulary that are introduced to learners when they are at the level of their appropriate development, such as the affixes able, er, is, none, un, etc. as it is for learners of intermediate levels.

**RECYCLING**

Repetition word is a useful strategy to enrich vocabulary and it makes students easier to remember the spelling of a word. Wu Jiangwen and Wang Bindin (2002), “Knowing a word covers widely, which includes its occurrence, spelling, derivation and words associations. Only by meeting it repeatedly can learners develop a full understanding of its use and meaning” (pg, 21)

So that it is really useful to make connections when learning a new word, depending on our departure conceptual scheme its learning process will be more significant.

**INTERACTIVE WORD WALL**

The interactive word wall strategy promotes a vocabulary rich classroom environment where walls are alive with words. The key to implementing it is interactivity. The classroom walls are adorned with new and interesting words that the students learn through interacting with their text, the teacher, and classmates.

Wu Jiangwen and Wang Bindin (2002), “The use of visual images in the classroom is highly appreciated in vocabulary teaching because it gives some idea that it is easier to conjure up a mental imagine of a concrete item than an abstract one” (pg, 23)

The interactive word wall strategy may be used to introduce new
vocabulary. Teachers may encourage students to find new words to add. They are encouraged to use the words posted on the wall for their own reading and writing future activities.

**BRAINSTORMING ACTIVITIES**

Doing brainstorm is another way to learn and enrich learner’s vocabulary. Brainstorm allows students to relate words and to put them in groups according different topics of subject. It is easier to remember a word if we relate it which a certain group of previous knowledge.

**VOCABULARY JOURNAL**

Vocabulary Journals are valuable in helping students explore the meanings of words. These journals are a specific type of learning log where students record “their ideas and information from content areas in a notebook and responses Allen, J (2004) wrote

> Journals are not notebooks used to record notes. Rather, Vocabulary Journals are used by students to respond and transact with words, concepts, and ideas through the use of their own language. (pg 24)

The principle goal for using vocabulary journal is to encourage learners to become word conscious by collecting new and interesting words and learning their meaning through engaged explorations. Vocabulary journal may be used at the beginning and during all activities in all the four skills especially in reading. It may be used as a part of guided reading lessons, during independent reading, and during their reading across the content areas.

**HOW TO PRESENT VOCABULARY**

Vocabulary has always been important in language development because it supports the four abilities and also has) advocated between learners of
English as a second language and the connection of area classes. Thus, making teachers investigate effective and useful strategies in vocabulary teaching. This way, they can make things easier in order to improve students' proficiency in all the four skills.

It is essential for learners to have meaning and form of the new words they learn, making it worth it to ensure the concrete meaning from it and its form. Teachers always have many options to present vocabulary learning, whether spoken, lexical, and written to show function.

Vocabulary has always been useful when it comes to language learning because it supports all the four skills, listening, reading, speaking and writing. It is a resourceful means for scoring for general fluency, grammar, phonology and accuracy, whether description, narration or anything related to such. There are all types of realia that can be related to this skill to promote enough available exercises in which students can prepare them.

Selecting the proper pictures will help monitor the basic vocabulary that is required to determine the structure and the different styles with the use of maps and other diagrams to compare them and later be put into practice in the classroom.

Sequence can be structured with the use of pictures but it also can be used to describe parts of students' profiles. Using visual aids and key words can be the most efficient way to practice vocabulary. Visual aids can be used in many ways with flashcards, wall charts, drawings, pictures and much more. (Nam, J. 2010), when deducting meaning of new words our brains are making significant connections specially when interrelating pictures with them, so that they will be easier to remember.

Another second language strategy that is also useful is visual aids. A reason is the perception it provides students because every student has a different
background when referring to culture and other past experiences. A picture can be inferred in so many ways making learners improve to the next level in understanding.

**MIME OR GESTURE**

Students will associate expressions used in the classroom and other gestures that can help them in communication aspects, making it understandable to them in class participations and to full comprehension.

Miming and gestures is something teachers can use in order to teach vocabulary in classes since it is a strategy that can show useful results when learning new words because students are demonstrating their real meaning through vibes.

**REALIA**

There is nothing more vivid and authentic than using REALIA in the classroom. It motivates students’ creativeness because all their senses get involved in the activity at hand. It sets the scenery of the activity providing and activating students’ prior knowledge and making the activity a lot smoother, real and educational.

(Davies, P. 2000) Realia let students observe, touch or listen to the object of study, helping them to make real connections which allow significant learning. If real things are not available, we can also count on models or replicas such as stuffed animals when teaching wild animals, for instance.

Using realia is something teachers need to take advantage of and use it as much as possible. This direct method technique stimulates students cognitive process when the objects used are real and tangible.
PUZZLE AND GAMES

They can be used as reinforcing devices that play an important role when teaching vocabulary. Games can give practice in all skills and all students’ components of the language and they can be used in many different types of communication.

(Harmer, J. 2001) Pastimes that allow students to fill in the blanks activate students’ vocabulary acquisition, since they have to share information for solving them are really useful.

Students’ challenging syndrome can be stimulated when games are effective. Challenging syndrome in which students can feel competitive and participate in vocabulary activities that can bring out the highest level of enthusiasm once games begin.

Lower priority and importance is given to the traditional methods of teaching when it comes to intermediate and advanced levels because their needs have to be addressed differently unlike the ones that are used for others.

ORAL PRODUCTION

Definition

For developing the present project is necessary to remark our dependent variable which is speaking (Spratt M., Pulverness A. and Williams M. 2011) a productive skill that lets students to interact with other people orally, transmitting a message.

One of the most important and difficult skills to develop is speaking, pitifully old fashioned teachers have always been used to the traditional way of teaching with drills and memorization of dialogues. This world today requires teaching goals to be different, more dynamic, and essential to meaningful learning, making its goal to be more appropriate when it comes
to reaching goals and objectives. Speaking should be essential in second language learning and teaching.

When we talk about language skills (reading, writing, listening, and speaking), different reasons that can delay or impede language learners to become competent users of these abilities come out. From all four skills, oral production is considered as the one students need to develop more immediately; that is why there is a number of factors that have been implied as enhancers or impediments to the development of such ability.

As we all know speaking is an ability that must be develop in a very active way involving learners in it that is why we considered that constructivism must play an important role when referring to speaking.

According to Giesen J. (2007) Constructivism makes students build their own knowledge based on their experiences that transform the way they think.

Constructivism is the learning philosophy that was founded in the field that by reflecting our experiences we can build our own understanding. Generating our own rules and mental attitude that we used to give ourselves meaning, learning can simply be the process of adjusting our thinking and mental attitude to new experiences.

**IMPORTANCE**

We all as human beings have the necessity to transmit what we think and that is why Speaking is so transcendent, the same happens when we focus on learning a foreign language, since we are adding to our mental scheme the possibility to be able to connect lexicon acquired, grammar patterns learned in concrete and clear messages, that allow us to interact and express what we want to.
(Montgomery, J. 2007) When we become adults, we are able to discriminate about 50,000 words, nevertheless our speaking lexicon is approximately of 5,000 to 10,000, cause when we are developing a conversation we prefer to include common and standardized words without being so precise in using a high vocabulary competence.

So that we can conclude that speaking is very important when learning a new language, because it is the way of interrelating students´ previous knowledge, that is to say vocabulary, and activating it for expressing their ideas, feelings or thoughts in an effective form, confirming that the learning process was successful.

**SPEAKING ACTIVITIES**

**Classroom speaking activities**

According to different authors the classrooms activities for developing the speaking skills can be exemplified by:

**Information gap** that is an activity with students should complete information, also will get information their partners, conversing to them and using the language learned. The students have to change the information.

**Acting from a script** in this activity the students have to role a play or a piece of it, showing how well they can interact based on a phrase they have previously learned and caught, the creativity is very important when the students aren´t sure enough to return the same words from the lecture. Explain the example the assistant will give them a well-known lecture like “Hansel and Gretel” or they can do them created their own “fairy tale”, giving elements such as a forest, magic, witch, parents, etc.

**Communication games** this activity it must be complete specific information, like the ones exposed in information gaps, the student has to
describe this information, his friend explain it in one word or draw, organize information, find similarities and differences, etc. ; in other words play this activity generates communication as a good result. For example: The teacher delivery many questions and the students should be organized in groups with limit of time for understand, showing their points of view and answering them as a whole, the group with more points wins.

Discussion this activity is based in the opinions of the students about different subject, it can be used in the lesson plan, but difficulty that students don´t like always to express what they feel.

The discussions will be free of preparation the students explain that think about a draw and pressing them for getting an instant answer or so much prepared like the debates.

Prepared talks these are explanations which were designated to an every student or a group for explain a topic, they also need to be organized. For example: Maybe the students have to explain about the classification of the mammals.

Questionnaires/ Surveys are group of questions that can be showed in different ways such as pictures, graphs, etc. they are conformed on the premise that the interrogator finds out information related to a specific subject and the respondent provides the answers. For example students can answer a questionnaire called: Are you a player?

Simulation and role-play it is a test structured with several questions amid carefully looking for answers from their daily life. The students will represent conversations that happen in our daily lives. For example: A dialogue at the beach, at the boss, etc.
All of them give us a variety of options to be considered when planning our speaking class, we do not have to forget to include them so as to have a successful teaching learning process (Harmer J, 2001)

LEGAL ASPECT

Our project is based on: The constitution of Ecuador an LOEI Capitulo Sexto De los derechos y obligaciones de la comunidad educativa.

Art. 15.- Comunidad Educativa.- La comunidad educativa es el conjunto de actores directamente vinculados a una institución educativa determinada, con sentido de pertenencia e identidad, compuesta por autoridades, docentes, estudiantes, madres y padres de familia o representantes legales y personal administrativo y de servicio. La comunidad educativa promoverá la integración de los actores culturales, deportivos, sociales, comunicacionales y de seguridad ciudadana para el desarrollo de sus acciones y el bienestar común.

Chapter Six

The rights and obligations of the educative community.

Article 15 -. Educational community. - The educative community is the set of actors directly related to a particular educational institution, with a sense of belonging and identity, composed of officials, teachers, students, mothers and parents or legal guardians and staff administrative and service. The educational community will promote the integration of cultural, sporting, social, communication and civic development of their actions and the common good security actors.

GLOSSARY

Accomplishment: Qualifications, requirements.
| **Coach:** | Someone who trains and directs students, athletes. |
| **Cognitive process:** | Process for indicating cognition. |
| **Epistemological:** | Theory or study of what constitutes the basis or essence of knowledge. |
| **Overlook:** | To look down upon from above. |
| **Interactive Technique:** | A technique based on the interaction of students. |
| **Interactive Learning:** | Significant learning produced by the active participation of students. |
| **Interest:** | Motivation to pursue an objective |
| **Learning Class:** | The child’s acquisition of language eruditeness: profound scholarly knowledge. |
| **Methodological Techniques:** | Principles that show how we conduct the learning process |
| **Pedagogical:** | Pedagogical is concerned about the methods and theory of teaching. |
| **Pedagogy:** | The art or profession of teaching. |
| **Student’s Performance:** | Students´ academic progress |
CHAPTER III

THE METHODOLOGY

DESIGN OF THE RESEARCH

Research is defined as a human activity based on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matter of world and the universe. Bernal C. (2009) “Research in the knowledge society is intended to induce people to reflect on the importance and role of research in the life of societies, organizations and individuals themselves”. (pg, 76)

Research is a systematic investigation designed to develop or contribute to generalizable knowledge about the variable one of interested.

Bibliographical Research

This work is conducted into a bibliographical research or issue when there are different sources to which we can refer for information about the issue or problem.

The aim of this type of study is to look for patterns, ideas coming from books, magazines, and websites.

This bibliographical research was applied when we consulted different books and websites for collecting data as a support for our project.

TYPES OF INVESTIGATION

Field Research

Field investigation involves the systematic collection of data for the
purposes of scientific understanding.

They are designed to answer an investigative question through the collection of evidence and the communication of results; they contribute to scientific knowledge by describing natural systems, noting differences in habitat, and identifying environmental trends and issues at “Adriana Fuentes” Public School, specifically the problem is focused on the students of seventh year basic.

Feasible

Because we have the support of the Authority of the institution and everybody is engaged in giving us the necessary facilities to put this project into practice and we can also afford the development of it.

The study that aims to the objectively and rationally that uncovers strengths and weaknesses of any business is called Feasibility. The opportunities and threats presented in the environment or resources required are also carry through and to the ultimate prospects of success.)

LEVEL OF THE RESEARCH

This investigation is based in three levels.

Descriptive

To use describe characteristics of the population or a phenomenon being studied, the descriptive research is used. It only addresses the what of the characteristics of the population being studied. It doesn’t bother itself with the condition, time of occurrence, or reason of the situation.

The characteristics used to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories. Descriptive research works with the results conducted with percentages
working on learning needs.

**Exploratory**

A problem that has not been clearly defined needs to have an explanatory research conducted. It happens when we still don’t have all the conceptual distinctions or the explanatory things needed. Determining the best design and data collection and subject selection is the best way to use the exploratory research renders the best definitive conclusions and with extreme caution providing fundamental nature and exploratory research that usually conclude problems perceived that actually don’t exist.

This project is exploratory because arrived students and observe the classes which they received from the teacher.

**Explanatory**

Explanatory research that explains its own self a style of research in which the primary goal is to understand the nature or mechanisms of the relationship between the independent and dependent variables. “where the experimenter attempt to identify cause and effect"

The scientific method gives focus in constructing a hypothesis or a design so you can execute and evaluate such proposal given.

**INSTRUMENTS OF THE INVESTIGATION**

**Survey**

It usually performs a summary examination of all the parts with a design to precisely point out the condition, quality and quality. This survey will help us know how much indeed is the necessity to improve the techniques and methods to improve education.) The survey was conducted on a total of 35 students in “Adriana Fuentes” Public School.
Interview

Is a question and answer dialogue between two or more people to reach or comply with a questionnaire or a specific objective. People we interviewed were: The Authorities, Teachers Parents´ Representative.

POPULATION AND SAMPLE POPULATION

POPULATION

A group, species or a body of the same compound which can be found in a common geographical area and has or have the capability of reproduce.

It is an analysis that forms part of our study about a project. The population is constituted by 35 pupils of 7th grade

SAMPLE

A sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. Collis and Hussey (2003) wrote that,

It is the other characteristic to be considered in the selection of the sample. Once known the size of the sample, the methodology for the selection of the sample depends on the modality of the investigation and the circumstances of a sample are not probable.

A sample is a portion, piece, or segment that is representative of a whole, an entity that is representative of a class; and we need to know which sample to choose according to our investigation purposes and methodology to be applied.
Figure N° 2

STRATUM

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTIVES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>230</td>
<td>35</td>
</tr>
<tr>
<td>PARENTS’ REPRESENTATIVE</td>
<td>55</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>297</td>
<td>58</td>
</tr>
</tbody>
</table>

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

PROCEDURES OF THE INVESTIGATION

- Formulation of the problem.
- Elaboration of the theoretical frame.
- Design of the investigation.
- Application of the instruments.
- Analysis and interpretation of results.
- Conclusions and recommendations.
SURVEY TO THE

STUDENTS SAMPLE 35 PUPILS

WRITE AN “X” IN THE BOX ACCORDING TO YOUR OPINION

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. - Do you like English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. – Are you interested in learning English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. - Is English important for you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. - Is your English class boring?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. - Would you like to participate more in your English class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. - Does your teacher only work with the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. – Would you like your teacher applies new vocabulary very often?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Would you like to learn more vocabulary effectively?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. - Do you believe by means of interactive activities you will improve your oral production?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.- Would you like to develop your oral production with an illustrative booklet?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEWS

INTERVIEW TO THE AUTHORITY

The application of a booklet would improve the English basic learning? Why?

The students encourage their knowledge and it would motivate to the English basic learning in an interesting way.

Would you agree in the development of any activity with the purpose to get resources and get any good didactic material for this school?

I would agree in the development of any activity in order to get some good didactic material for this school, because I consider, English is a very difficult subject to learn, so they need an appropriate stimulation in teaching.

INTERVIEW TO THE ENGLISH TEACHER

What do you think the school yield in the English subject will be improved if there is an appropriate English booklet?

The English teachers need to improve their knowledge every year attending to seminars and they can practice the activities to apply in their classrooms.

Are you satisfied with your achievement in English class?

No, because the students haven’t the didactic material necessary for your learning.
INTERVIEW TO THE FAMILY PARENTS REPRESENTATIVE

Is important that the English teaching must be improved?

Nowadays it is important to know two languages or more. At present there is an English Booklet.
CHAPTER IV

ANALYSIS OF THE RESULTS

SURVEY TO THE STUDENTS

SAMPLE: 35 PUPILS

**Question 1:** Do you like English?

**Figure N° 3**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table N° 1**


**Analysis:** According to the students surveyed we obtained that the 83% like English language; in contrast 14% dislike and it 3% said they are indifferent. So that we observed a great acceptance in the English learning in order to apply the project.
Question 2: Are you interested in learning English?

Figure N° 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>89%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table N° 2

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: In this surveyed we obtained that the 89% were interested in learning English, in contrast 3% dislike and 8% said they are indifferent. According to it we realized that students agree with the idea of enhancing their Basic English learning.
Question 3: Is your English class boring?

Table N° 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>77%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: According to the students surveyed we obtained that the 77% think the class is not boring, in contrast 6% dislike and 17% said they are indifferent. We consider that the teacher should apply interesting activities for obtaining better results.
**Question 4**: Can you speak English?

**Figure N° 6**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table N° 4**


**Analysis**: According to the results we obtained that the 83% cannot speak English, as well as the 6% said that they can do it, there is an 11% percent left that expressed their indifference. So that it is mandatory to take this necessity into account.
Question 5: Would you like to participate more in your English class?

Figure N° 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table N° 5

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: According to the students surveyed we obtained that the 83% would you like to participate more in English class, in contrast 6% dislike and 11% said they are indifferent. It is easy to observe that they are interested in learning this language.
Question 6: Does your teacher always speak in English?

Figure N° 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
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<tr>
<td>No</td>
<td>32</td>
<td>91%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table N° 6

Analysis: According to the students surveyed we obtained that 91% said the teacher does not always speak in English, in contrast 0% that said the opposite and 9% said they are indifferent. Seeing that they have just worked with the official material, we considered they need to support their learning with extra material. Teachers have to be more engaged with the learning process creating an environment in favor of it.
**Question 7:** Would you like your teacher to apply new vocabulary very often?

**Figure N° 9**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Yes</td>
<td>31</td>
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<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Table N° 7**

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

**Analysis:** According to the surveyed we obtained that the 89% of the students want their teacher to apply new vocabulary very often, in contrast 3% dislike and 8% said they are indifferent. That is why, we consider that the implementation of our project will enhance their learning.
Question 8: Would you like to learn more vocabulary effectively?

Figure N° 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table N° 8

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: According to the surveyed we obtained that the 83% of the students would like to learn more vocabulary, in an effective way in contrast 3% dislike and 14% said they are indifferent. According to it, we observed that the students want to learn more and in a meaningful form.
**Question 9:** Would you like to improve your oral production by means of interactive activities?

**Figure N° 11**

<table>
<thead>
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<td>No</td>
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<td>11%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: According to the surveyed we obtained that the 83% of the students would like to improve their oral production, in contrast 11% dislike and 6% said they are indifferent. According to it we observed an important predisposition for enhancing the speaking skills.
Question 10: Would you like to develop your oral production with an illustrative booklet?

Figure N° 12

<table>
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<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
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</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table Nº 10

Source: “Adriana Fuentes” Public School.
Researchers: Leonardo Mecias, Elsa Alvarado.

Analysis: According to the surveyed we obtained that the 97% of the students would like to use a new illustrative booklet, in contrast 0% dislike and 3% said they are indifferent. According to it we observed a great acceptance of the new booklet in order to apply the project successfully.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Most students are interested in learning English.
- The teacher must be creative and resourceful so that students get involved into their learning process.
- The majority of the students would like to improve their oral production.
- The implementation of the new booklet increased the vocabulary in English language learners. For this reason, it is necessary to use this new booklet constantly.
- Students were pretty interested when they worked with the new Didactic Material.

RECOMMENDATIONS

- Being a teacher must be something that has to be given avocation from those that want to participate in it.
- Students should be pampered with teachers information all the times, encouraging students into learning English to the maximum, not just in the classroom, but anywhere and at any time.
- Teachers must do their best to also have a clear and sound English pronunciation, and intonation.
- Teachers are also recommended to have the material recycled and updated.
- Design and application of a booklet with vocabulary and grammar exercises to promote Speaking Skills.
- Everybody in this institution should be involved with this proposal.
CHAPTER V

THE PROPOSAL

DESIGN AND APPLICATION OF AN ILLUSTRATIVE BOOKLET WITH VOCABULARY AND GRAMMAR EXERCISES TO PROMOTE SPEAKING SKILLS FOR THE STUDENTS OF 7TH YEAR BASIC AT “ADRIANA FUENTES” PUBLIC SCHOOL DURING SCHOOL YEAR 2013 – 2014.

JUSTIFICATION

Based on the background shown, we thought of designing an illustrative Booklet with vocabulary and grammar exercises to promote speaking skills and help students with the English-teaching-learning process that we find so important these days. Beefing up motivation in all the classes and encouraging students to participate and help give an enjoyable environment.

This proposal was green lighten so students could receive the best didactical teaching from teachers and see that our project is effective.

We could say that our proposal is worthwhile to be applied because we had the support of the authorities, students and parents. Currently classes were not interactive for students who had gaps in learning new vocabulary, teachers should improve the quality of classes and that is why we say implement this project in school in order to help many students. Acquire new vocabulary knowledge to enhance their oral production of English language was our mission, since we were there for the very first time, and we considered that we could accomplish it when finishing the application of the proposal.
DIAGNOSIS

At the beginning of the process the development of the classes it was a little harder because of the difficulties presented as bad behavior, low attention level, but when days were passing we realized that the application of interactive activities produced good results. In November we started the demonstrative classes in the classrooms of the “Adriana Fuentes” Public School which were given to students of 7th year basic with the permission of the authorities and teachers. The demonstrative classes began using a booklet that seeks to improve the vocabulary and grammar of the students. With the results of the proposal, we were very pleased because the students improved their learning level.

THEORETICAL FOUNDATIONS OF THE PROPOSAL

We applied the following foundations:

PEDAGOGICAL FOUNDATION

Our proposal was based on the constructions, because we applied some motivating exercises with the help of a booklet that is interactive and created by us and that it also has many different types of internet based activities. According to Jeremy Harmer (2004) “One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys” (page 89).

Taking the Harmer’s words, students will produce orally the language through these instruments. Learners will share their ideas, feelings and opinions in order to fill the information in required. Our booklet will provide speaking activities in order to foster the students’ production.
PSYCHOLOGICAL FOUNDATION

We considered that we based our proposal on the psychological foundation.

Teachers are expected to give full participation in workshops and seminars whenever needed or presented, fulfilling the opinions and the discernment that will be evaluated in the teaching learning process.

Legal

Our project is based on: The constitution of Ecuador an LOEI

The rights and obligations of the educative community. Article 15 -. Educational community. - The educative community is the set of actors directly related to a particular educational institution, with a sense of belonging and identity, composed of officials, teachers, students, mothers and parents or legal guardians and staff administrative and service. The educational community will promote the integration of cultural, sporting, social, communication and civic development of their actions and the common good security actors.

Nuestro proyecto se basa en: La Constitución de Ecuador un LOEI. Los derechos y obligaciones de la comunidad educativa. Artículo 15 -. Comunidad educativa. - La comunidad educativa es el conjunto de actores directamente vinculados a una institución educativa en particular, con un sentido de pertenencia e identidad, compuesto por funcionarios, profesores, estudiantes, madres y padres o tutores legales y personal de administración y servicios. La comunidad educativa promoverá la integración de las actividades culturales, deportivas, sociales, de comunicación y el desarrollo cívico de sus acciones y los buenos actores de seguridad comunes.
OBJECTIVES OF THE PROPOSAL

General Objective

- To improve speaking through illustrative booklet with vocabulary and grammar exercises.

Specific Objectives

- To design a vocabulary booklet.
- To select motivational techniques for a developing speaking English communication skills.
- To apply and monitor those activities.

FEASIBILITY OF THE PROPOSAL

We know that our proposal is feasible and possible because it was supported by the school authorities, teachers, and family members, making it a community concept that has the necessity to comply with solutions to the problem we are going to address. We were also economically competent to have the resources to have our booklet produced, and the predisposition of the community that has supported the development of this project. This project is feasible also because it complied with all the necessary tools, resources and also enough time, as well as there were available resources. Based on the motivation which according to Dalilla C. (1973)

Education by competition adopts the theory of bounty, praise, material rewards such as medals, ribbons badge, honor rolls, awards in public, to learn better the student should feel interested in the field of vanity and competition. (pg, 117)
So that, we considered motivation was applied when developing those interesting exercises for enhancing their learning process, specifically oriented to the speaking skills.

SECTORIAL LOCATION

The proposal was applied at public school "Adriana Fuentes" public school with 35 students of the 7th grade of elementary education of the morning section located in the City Nobol.

DESCRIPTION OF THE PROPOSAL

The purpose of the proposal was to better oral production in the students of 7th grade elementary education at “Adriana Fuentes” elementary school.

Though the use of basic vocabulary and grammar patterns, by using the techniques of learning English as a second language as the "language communicative approach ", that is to make learning the English language an innovative, simple practice, that transmit cooperation, culture and knowledge among partners.

Our proposal presented a booklet made up for: 12 chapters that covered different topics such as:

CONCLUSION

After practice has been performed, the basic vocabulary level of student was improved, so that their oral production enhanced progressively, because of the application of our motivational vocabulary techniques.

BENEFICIARIES

Students of 7th year will benefited from basic English vocabulary so that they can improve their academic level for the new scholar year. With the
implementation of this proposal supported the classroom teacher with a booklet of extra-activities. Thus we also hoped that the institution was strengthened through the satisfaction of parents, seeing their children’s learning was easy, simple and motivating.

**SOCIAL IMPACT**

Through this proposal students applied our recommendations, so we were supporting them to improve an educational, social problem, we incorporated new learning techniques, as future teachers that we raised awareness through education seek excellence of students and teachers each day. We also sought to make education cooperative, interactive, interactive, constructivist.
Annex One: Documents
Certificado porcentaje de similitud

Habiendo sido nombrado MSc. María José Barragán Camacho, tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Leonardo Javier Mecias y Mendoza Elsa Hanet Alvarado, con mi perspectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Ciencias de la educación, mención en lengua y literatura inglesa.

Se informa que el trabajo de titulación “MOTIVATIONAL VOCABULARY TECHNIQUES FOR DEVELOPING THE ORAL PRODUCTION OF THE STUDENTS OF 7TH YEAR BASIC AT ADRIANA FUENTES PUBLIC SCHOOL”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio Urkund, quedando un 7% de coincidencia.
Urkund Analysis Result:

Analysed Document:  Urkund - Leonardo y Elsa jueves 14 de mayo.docx (D14361854)
Submitted:  2015-05-15 02:56:00
Submitted By:  leonardomecasmendoza@hotmail.com

Sources included in the report:

PROYECTO ANA CABRERA-ROMINA QUEVEDO.docx (D11305492)

Instances where selected sources appear:

20
Guayaquil, 14 de octubre del 2013

Abogado
Demetrio Aguirre

Rector Escuela Fiscal #001 Adriana Fuentes
Ciudad

De mis consideraciones:

Los suscritos Elsa Hanet Alvarado Villamar y Leonardo Javier Mecias Mendoza con cédula(s) de identidad No. 0905019284 - 0924788730 egresados de la especialización LENGUA INGLESA y LINGÜÍSTICA, período lectivo 2001 - 2002 y 2012 - 2013 solicitamos a usted, se nos permita desarrollar y aplicar el proyecto educativo con los estudiantes de 7mo año de básica de la Institución educativa que usted acertadamente dirige.

TOPIC: MOTIVATIONAL VOCABULARY TECHNIQUES FOR DEVELOPING THE ORAL PRODUCTION OF THE STUDENTS OF 7TH YEAR BASIC AT ADRIANA FUENTES PUBLIC SCHOOL.

TEMA: TÉCNICAS DE VOCABULARIO DE MOTIVACIÓN PARA EL DESARROLLO DE LA PRODUCCIÓN ORAL DE LOS ESTUDIANTES DE 7º AÑO BASICO DE LA ESCUELA FISCAL ADRIANA FUENTES.

PROPOSAL: DESIGN AND APPLICATION OF AN ILLUSTRATIVE BOOKLET WITH VOCABULARY AND GRAMMAR EXERCISES TO PROMOTE SPEAKING SKILLS.

PROPUESTA: DISEÑO Y APLICACIÓN DE UN FOLLETO ILUSTRATIVO CON EL VOCABULARIO Y LA GRAMÁTICA EJERCICIOS PARA PROMOVER HABILIDADES PARA HABLAR.

Agradecemos de antemano por la atención que le dé a la presente.

Muy Atentamente

Elsa Alvarado
Leonardo Mecias
Nobol, 22 de octubre del 2013

Sres.
Elsa Alvarado Villamar y Leonardo Mecías Mendoza
Presente.

De mis consideraciones:

En vista de la solicitud presentada por ustedes, se la aprueba, por lo tanto quedan autorizados a realizar su Proyecto Educativo con los estudiantes del 7° Año Básico de esta institución, sobre el tema:

TÉCNICAS DE VOCABULARIO DE MOTIVACIÓN PARA EL DESARROLLO DE LA PRODUCCIÓN ORAL DE LOS ESTUDIANTES DE 7° AÑO BÁSICO DE LA ESCUELA DE EDUCACIÓN BÁSICA ADRIANA FUENTE.

De usted atentamente,

[Signature]

Abg. Demetrio Aguirre Reyes
DIRECTOR
Guayaquil, 21 de Octubre del 2013

MSc.
Maria José Barragán Camacho
PROFESORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Tengo a bien comunicar que por disposición del MSc. Fernando Chuchuca Basañes, Decano de la Facultad y de la Autoridad Académica de la Escuela de Lenguas, se resuelve designar a usted, Consultora del Proyecto Educativo, cuyo tema es: “TÉCNICAS DE VOCABULARIO DE MOTIVACIÓN PARA EL DESARROLLO DE LA PRODUCCIÓN ORAL DE LOS ESTUDIANTES DE 7mo AÑO BÁSICO DE LA ESCUELA FISCAL ADRIANA FUENTES”, conformado por los Egresados ALVARADO VILLAMAR ELSA HANET Y MACIAS MENDOZA LEONARDO JAVIER, previo a la obtención del Título de Licenciados en Ciencias de la Educación, Especialización Lengua Inglesa y Lingüística.

Particular que comunico para los fines legales consiguientes.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR

Elaborado por: Ing. Alexandra Delgado López.
Autorizado por: MSc. Jacinto Calderón Vallejo
MSc.
Fernando Chuchuca Basantes
Decano de la Facultad de Filosofía
Ciudad.-

YO. ALVARADO VILLAMAR ELSA MANET, con CC-#0906019294, solicitó me conceda un CERTIFICADO de haber realizado y aprobado el SEMINARIO DE PROYECTO EDUCATIVO período 2001-2002, Mención INGLES, Escuela LENGUAS Y LINGUISTICAS, previo a la obtención del Título de LICENCIADA en Ciencias de la Educación.

Atentamente,

[Signature]
FIRMA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.- El infrascrito Secretario de la Facultad, CERTIFICA QUE: SRTA. ALVARADO VILLAMAR ELSA HANET, se inscribió y aprobó el SEMINARIO PARA LA ELABORACIÓN DE PROYECTOS EDUCATIVOS, año: 2013, Especialización: Inglés, que se organizó en la Escuela de Lenguas y Lingüística, desde el 15 de Julio al 16 de Agosto del 2013, con una duración de 100 horas clases, con un horario de 13H30 a 17H30.- Así consta en los archivos de esta Secretaría a mi cargo a los que me remito en caso necesario. Guayaquil, 15 de Octubre del 2013.-

(SEAL)

AB. SEBASTIAN CABELLA ALVARADO
SECRETARIO
Máster
Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación

Yo, MECIAS MENDOZA LEONARDO JAVIER con C.I. 0924788730 solicito muy respetuosamente se me conceda un certificado de haber realizado y aprobado el Seminario de Pre- licenciatura en el período lectivo 2013-2014. Esperando que mi petición sea atendida.

Atentamente,

Leonardo Mecias Mendoza
Guayaquil, 15 de Mayo de 2015

Máster
Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación

Yo, MECIAS MENDOZA LEONARDO JAVIER con C.I. 0924788730 solicito muy respetuosamente se me conceda un certificado de haber realizado y aprobado el Seminario de Pre-licenciatura en el periodo lectivo 2013-2014. Esperando que mi petición sea atendida.

Atentamente,

[Signature]
Leonardo Mecias Mendoza
Guayaquil, 29 de Abril del 2015

CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de LENGUAS Y LINGÜÍSTICA, certifico.

Que: La Sr (a) (ita), MECIAS MENDOZA LEONARDO JAVIER, De 5to Curso Paralelo C-1, Especialización: INGLES-FRANCÉS, periodo lectivo: 2014-2015.
Consta que tiene APROBADA (X), REPROBADA ( ), la VINCULACIÓN CON LA SOCIEDAD.

Así consta en los archivos respectivos.

Otorго la presente certificación en la ciudad de Guayaquil, a los veintinueve días del mes de marzo del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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<td>MSc. Jacinto Calderón Vallejo</td>
<td>DIRECTOR</td>
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ARQUITECTA
SILVIA MOY SANG CASTRO Msc.
DECANA FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA
EDUCACIÓN
Ciudad.

EN SU DESPACHO.

De mis Consideraciones:

Yo, MECIAS MENDOZA LEONARDO JAVIER con CI. 092478873-D, estudiante EGRESADO de la ESCUELA DE LENGUAS Y LINGÜÍSTICAS en el QUINTO CURSO C-1° EN LA ESPECIALIZACIÓN INGLÉS-FRANCÉS EN EL PERÍODO LECTIVO 2012-2013, solicito a usted muy respetuosamente se me conceda CERTIFICACIÓN DE HABER REALIZADO Y APROBADO MI VINCULACIÓN CON LA SOCIEDAD, EN EL CENTRO DE EDUCACIÓN BÁSICA CLUB DE LEONES, EN EL PERÍODO LECTIVO 2014-2015.

Por la atención que brinde a la presente, quedo de usted muy agradecido.

Atentamente,

[Signature]

MECIAS MENDOZA LEONARDO JAVIER
CI. 092478873-D
Guayaquil, 13 de mayo de 2015

CERTIFICADO

Una vez revisado los archivos de la Secretaría de la escuela de LENGUAS Y LINGÜÍSTICA, certifico.

Que: el Sr. MECIAS MENDOZA LEONARDO JAVIER estudiante de la Especialización: INGLES, periodo lectivo: 2010-2011.
Consta que tiene APROBADA (X), REPROBADA ( ), las PRACTICAS DOCENTES.

Así consta en los archivos respectivos, lo certifico:

Otorgo la presente certificación en la ciudad de Guayaquil, a los trece días del mes de mayo del dos mil quince.

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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<td>DIRECTOR</td>
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</table>
ARQUITECTA
SILVIA MOY SANG CASTRO Msc.
DECANA FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA
EDUCACIÓN
Ciudad.

EN SU DESPACHO.

De mis Consideraciones:

Yo, MECIAS MENDOZA LEONARDO JAVIER con CI. 0924788730, estudiante EGRESADO de la ESCUELA DE LENGUAS Y LINGÜÍSTICAS en el QUINTO CURSO "C-1" EN LA ESPECIALIZACIÓN INGLES-FRANCÉS EN EL PERIODO LECTIVO 2012-2013; Solicito respetuosamente me conceda la certificación de haber REALIZADO Y APROBADO las PRACTICAS DOCENTES en el periodo 2010-2011.

Por la atención que brinde a la presente, quedo de usted muy agradecido.

Atentamente,

[Signature]

MECIAS MENDOZA LEONARDO JAVIER
CI. 0924788730
LICENCIADO
JACINTO CALDERÓN Msc.
DIRECTOR ESCUELA DE LENGUAS Y LINGÜÍSTICAS
Ciudad.

EN SU DESPACHO,

De mis Consideraciones:

Yo, MECIAS MENDOZA LEONARDO JAVIER con CI.0924788730, estudiante del CUARTO CURSO PARALELO “A-2” de la especialización INFORMATICA en la modalidad PRESENCIAL del periodo lectivo 2012-2013, solicito a usted muy respetuosamente se me conceda CERTIFICADO DE LOS CURSOS de computación:

- COMPUTACIÓN I básica 2009-2010
- COMPUTACIÓN II intermedio 2010-2011
- COMPUTACIÓN III avanzado 2011-2012

Por la atención que brinde a la presente, quedo de usted muy agradecido.

Atentamente

MECIAS MENDOZA LEONARDO JAVIER
CI. 0924788730
CERTIFICACIÓN

El infrascrito Secretario de la Facultad, CERTIFICA que la SRTA. MECIAS MENDOZA LEONARDO JAVIER, alumna de la ESCUELA DE Lenguas y Lingüística, asistió y aprobó el SEMINARIO DE COMPUTACIÓN:

<table>
<thead>
<tr>
<th>NIVEL</th>
<th>CALIFICACION</th>
<th>PERIODO LECTIVO</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASICO</td>
<td>09 (NUEVE)</td>
<td>2009 - 2010</td>
</tr>
<tr>
<td>INTERMEDIO</td>
<td>10 (DIEZ)</td>
<td>2010 - 2011</td>
</tr>
<tr>
<td>AVANZADO</td>
<td>09 (NUEVE)</td>
<td>2011 - 2012</td>
</tr>
</tbody>
</table>

Así consta en los respectivos archivos de esta secretaría a mi cargo a los que me remito en caso necesario. - Guayaquil, mayo 13 del 2015.-

[Signature]

AB. SEBASTIÁN CADENA ALVARADO
SECRETARIO
Annex two: Survey and interviews
ENCUESTA A LOS ESTUDIANTES
MUESTRA DE 35 ALUMNOS
ESCRIBIR UNA "X" en la casilla SEGÚN SU OPINIÓN

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No</th>
<th>Indiferente</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. - ¿Te gusta el Inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. - ¿Está usted interesado en aprender Inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. - ¿Es importante para usted el Inglés?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. - ¿Es tu clase de Inglés aburrida?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. - ¿Le gustaría participar más en la clase de Inglés?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. - ¿Su maestro sólo trabaja con el libro?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. - ¿Quieres que tu profesor aplica nuevo vocabulario muy a menudo?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ¿Le gustaría aprender más vocabulario de manera efectiva?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. - ¿Cree usted mediante actividades interactivas mejorará tu producción oral?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. - ¿Quieres desarrollar tu producción oral con un folleto ilustrativo?</td>
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</tr>
</tbody>
</table>
ENTREVISTAS

ENTREVISTA A LOS DIRECTIVOS

La aplicación de un folleto que mejoraría el aprendizaje básico Inglés? ¿Por qué?

Los estudiantes animan a sus conocimientos y sería motivar al aprendizaje básico Inglés de una manera interesante.

¿Estaría de acuerdo en el desarrollo de cualquier actividad con el fin de obtener recursos y obtener algún bien material didáctico para esta escuela?

Estoy de acuerdo en el desarrollo de cualquier actividad con el fin de conseguir un poco de buen material didáctico para esta escuela, porque considero, Inglés es un tema muy difícil de aprender, por lo que necesitan una estimulación apropiada en la enseñanza.

ENTREVISTA AL PROFESOR DE INGLÉS

¿Qué opinas del rendimiento escolar en la asignatura Inglés se mejorará si hay un folleto Inglés apropiado?

Los profesores de inglés necesitan mejorar sus conocimientos cada año asisten a los seminarios y pueden practicar las actividades para aplicar en sus aulas.

¿Está satisfecho con su rendimiento en la clase de Inglés?

No, porque los estudiantes no tienen el material didáctico necesario para su aprendizaje.

ENTREVISTA AL REPRESENTANTE PADRES DE FAMILIA

Es importante que la enseñanza de Inglés debe ser mejorado?

Hoy en día es importante saber dos idiomas o más. En la actualidad existe un Folleto Inglés.
THE ADMINISTRATIVE FRAMEWORK

RESOURCES

Human Talents
Students
Teachers
Authorities of the high school
Family parents
Librarians
Computer operator
Tutor
Investigators

MATERIAL RESOURCES

Classrooms
Office supply
Didactic material
Photocopies
Texts and books
Dictionaries
Photography
TECNOLÓGICAL RESOURCES
Internet
Computer
Printer
Cds
Pen Drives
Cell Phone

FINANCIAL ASPECTS
Photocopies  27,50
Internet       50,00
Books and text 20,00
Computer Operator  80,00
Office supplies   70,00
Paper           20,75
Printing         75,25
Didactic material donated for the school 100,00
Transportations  100,00

TOTAL
$603,50
<table>
<thead>
<tr>
<th>WEEKS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selection of the topic and approval of the topic</td>
</tr>
<tr>
<td>2</td>
<td>Initial appointment of the topic and the selection of the the</td>
</tr>
</tbody>
</table>
Annex three: Photographs
Annex four: Booklet Proposal
Promoting Communication

First Edition

The major goal of this booklet is to improve students' oral skills through basic vocabulary and the correct used of grammar structures.

By: Leonardo Mecias & Elsa Alvarado
Universidad de Guayaquil
02/11/2014
PREFACE

This interactive and innovated booklet is for EFL teachers of the “Adriana Fuentes” public school whose goal is to improve their students’ English language abilities and to promote communication through basic vocabulary and the correct used of grammar structures. The pictures, vocabulary, and grammar structures were chosen for us in order the students can improve their language oral skills with enjoyable and funny activities. Moreover, students will enrich their vocabulary and strength the correct used of some grammar structures. Speaking is one of the most important abilities in a language and it could be enjoyable with some interactive learning strategies. Students need strategies that allow them to be involved in real context and situation, which they will experience in a future.

This educational resource can be used with the current course and adapted with other others material or strategies depending on each course and student’s necessity. Likewise, the exercises and commands are easy to follow and comprehend.

We hope your students enjoy reinforcing their oral abilities with strategies that allow them enriching their vocabulary and managing grammar structures. Furthermore, they will be able to produce intermediate level speeches and conversation by going through this booklet step by step. If you find it useful and successful, please feel free to pass a copy of this booklet along to others

Enjoy what you do, and the people around you will do it as well! Passion will carry you high, and who knows where you might end up!

Best wishes,

Leonardo & Elsa
ACKNOWLEDGE

When we decided to design this project we thought on all the students and teachers who were going to be benefited. Students who will improve their communicative and skills, and teachers who were going to manage useful strategies and will be able to create a enjoyable classroom climate in order to provide a meaningful teaching-learning process. We knew that it was going to be an easy task. Therefore, we want to acknowledge a debt with a lot of people who contributed with a grain of sand to successfully develop this proposal.

Likewise, we would like to thank God because he has been the main base and great support for us when the patience, strength, and ideas were out. Additionally, we want to really thanks to our families and friends since without their support this could not be accomplished.

In working in this booklet, we have especially benefited from the advices and helpful suggestions of teachers, colleagues, and friends who always had word of encouragement and new creative ideas to continue working.

Additionally, we want to particularly express our gratitude to the dear chairman “Ab. Demetrio Aguirre of this Institution because she kindly opened the doors and placed her confident in us. She allowed and guided us to successfully develop this project and work with the students in charge. Moreover, we want to thanks to the English teachers and students from “Adriana Fuentes” public school that actively participated of this project. They were the most important part for the fulfillment of this proposal.

Finally, it is also important to mention the value help of our tutor “MSc Maria Jose Barragan Carrasco,” for her guidance and advices. They were really helpful and allow us to develop new abilities and reinforce our knowledge.

Leonardo & Elsa
COMMUNICATION AND INTERACTION

The successful understanding and interaction in EFL classes is to be able to orally communicate in a different language. We can begin this effort by providing professional development on communication strategies. This can be done through vocabulary and grammar structures that provide students a strong base to be able to use the language in real context.

IMPORTANT OF COMMUNICATION AND SPEAKING SKILLS

- Newcomers need visual and kinesthetic support to understand academic content material. Use drawings, chalkboard sketches, photographs, and visual materials to provide clues to meaning. Try mime, gestures or acting out the meaning of your message. Exaggerate emotions and vary your voice. Teach your mainstream students to do the same. If necessary, repeat your actions and rephrase the information.

- Speak in a clear, concise manner at a slightly slower pace using short, simple sentences (subject-verb-object) and high-frequency words. Your students will not understand you if you speak too fast or run your words together. Use the names of people rather than pronouns. Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language. Avoid the passive voice, complex sentences. Idiomatic speech and slang.

- Smile and speak in a calm, reassuring manner. Raising your voice does not facilitate comprehension. Your voice should not be too loud. Show your patience through your facial expressions and body language. Give full attention to your ELLs and make every effort to understand their attempts to communicate.

- Allow your new learners of English extra time when listening and speaking. Many of your ELLs are translating the language they hear to their native language, formulating a response, and then translating that response into English.
<table>
<thead>
<tr>
<th>LESSON</th>
<th>UNIT - TITLE</th>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>COMMUNICATION / SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Let's Start</td>
<td>Numbers</td>
<td>Useful Expression</td>
<td>Introduce students personal information Introduce friends Ask and answer questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Month of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day of the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>First day in School</td>
<td>Classroom Objectives</td>
<td>There is/are a/an/some</td>
<td>Describe the classroom Talk about material used in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verb &quot;have&quot; Verb &quot;need&quot;</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What do you want to</td>
<td>Fruit</td>
<td>Countable/ no-countable nouns</td>
<td>Talk about favorite food Discuss about countable and no-countable food</td>
</tr>
<tr>
<td></td>
<td>eat?</td>
<td>Junk Food</td>
<td>a/an/some like and dislike</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Eating Healthy</td>
<td>Vegetables</td>
<td>Any/some How much/how many</td>
<td>Talk about favorite vegetables Give advices about healthy diet Ask and answer question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drinks</td>
<td>Modal verb &quot;should&quot;</td>
<td>about food choices</td>
</tr>
<tr>
<td>5</td>
<td>Reinforcing</td>
<td>Classroom Objectives</td>
<td>There is/are Verb &quot;have&quot;</td>
<td>Prepare, interview, and</td>
</tr>
<tr>
<td></td>
<td>communication.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Unit 1 – 3</td>
<td>Vegetables Drinks Fruit Junk Food</td>
<td>Verb “need” Countable/ no-countable nouns a/an/some like and dislike Any/some How much/how many</td>
<td>orally report information about classmates diet choices Discuss about the school supplies used in class.</td>
<td></td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What are there in my Closet?</td>
<td>Clothes Possessive pronouns</td>
<td>Talk about the clothes style Describe what others are wearing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I love my family</td>
<td>Family Members Adjectives – physical appearance</td>
<td>Describe your physical appearance Talk about your family members</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I live in a big house</td>
<td>House rooms Furniture Preposition of place</td>
<td>Describe the where you live Discuss about similarities and differences about classmates’ houses</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reinforcing communication. Unit 4 – 6</td>
<td>Clothes Family Members Adjectives – physical appearance House rooms Furniture</td>
<td>Possessive pronouns Verb to be Preposition of place</td>
<td>Interview people Talk about your family Discuss about physical appearances</td>
</tr>
</tbody>
</table>
| 10 | What is your hobby? | Action verbs | Simple present | Talk about favorite activities
Describe hobbies |
| 11 | This is my normal day | Daily routines | Simple present
Adverb of frequency | Discuss about your routine
Plan and describe your day |
| 12 | I'm going to... | Places in town | Present
Continue
There is /
there are | Describe pictures
Create and share plans
Discuss places in town |
| 13 | Reinforcing communication. Unit 7 –9 | Action verbs
Daily routines
Places in town | Simple present
Adverb of frequency
Present
Continue
There is /
there are | Talk about daily routines
Film videos
Acting discussing about own routines
and favorite places |
LESSON 1

Let's Started

VOCABULARY

1. READY TO COUNT! - NUMBERS
   1.1 Pair-work! In pairs take turns and count.

   1 2 3 4 5 6 7 8 9 10
   11 12 13 14 15 16 17 18 19
   20 30 40 50 60 70 80 90

2. DAYS OF THE WEEK -

   Days of the Week

   Sunday
   Monday
   Tuesday
   Wednesday
   Thursday
   Friday
   Saturday

   2.1 Listen to the teacher and paint each day of the week according to the color that the teachers said.

   2.2 Pair-work! In pairs, ask and answer the following questions.

   a. What day is today? ____________

   b. What day was yesterday? ____________

   c. Which day do Christian people normally go to the church? ____________

   d. What is your favorite day of the week? ____________
3. MONTH OF THE YEAR.
3.1 Read the months of the year and circle your five-top favorite days in the year.

3.2 Write the month of the year that is related to the picture.

3.3 Group work! Talk about your favorite days in the year.

USEFUL EXPRESSIONS:
- My favorite day is...
- I like... because it is...
- On... is my birthday/Christmas
- When is your Birthday?

3.4 For extra pronunciation practice go on-line at home.
**VOCABULARY**

1. **SCHOOL SUPPLIES.**
   1.1. Listen and read, then practice with a classmate the pronunciation of the vocabulary words.

<table>
<thead>
<tr>
<th>SCHOOL BAD</th>
<th>NOTEBOOK</th>
<th>BOOK</th>
<th>PENCIL</th>
<th>COLORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRAYON</td>
<td>RULER</td>
<td>PEN</td>
<td>CHAIR</td>
<td>BOARD</td>
</tr>
<tr>
<td>ERASER</td>
<td>SCISSOR</td>
<td>FOLDER</td>
<td>SHARPENER</td>
<td>GLUE</td>
</tr>
</tbody>
</table>

1.2 Search and circle the vocabulary words in the puzzle, then write them on the lines.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
Examples:
The there is an eraser.
The there is a notebook.
The there are three pencils
There are some books.

Circle the correct answer.

a) There is: singular / plural  
b) There are: singular / plural
b) Use a before consonants/vowels  
c) Use an before
consonants/vowels

c) We use some or numbers with singular /plural

GRAMMAR

2. Complete the following sentences with There is / There are / a / an / some

1. ________ a chair in the class.

2. I need _______ pencils to write.

3. She has ______ eraser.

4. _________ some rulers in my house.

5. _________ three scissors on the table.

6. There is _______ sharpener under the desk.

7. _________ a ruler in my school bag.

3. Pair-work! Take turns to describe what is there/are there in the picture.

3.1 Group work! Look at the picture and think about additional school material that you will require in class. Then, share orally with complete sentences.

4. For extra grammar practice go on-line at home
LESSON 3

What do you want to eat?

VOCABULARY

1. FRUITS AND JUNK FOOD

1.1 Listen to the teacher, then practice the pronunciation of the words with a partner.

1.2 Group-Work! Discuss about your favorite food and what do you prefer to eat.

1.3 Report orally to the class your group members’ food

USEFUL EXPRESSIONS:
- My favorite food is...
- I like... I prefer to eat...
- My friends' favorite food is...
- My favorite fruit / fast food is...
## DISCOVERING GRAMMAR

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Apples</td>
</tr>
<tr>
<td>Hot dog</td>
<td>Hot dogs</td>
</tr>
<tr>
<td>Pizza</td>
<td>Pizza</td>
</tr>
<tr>
<td>French Fries</td>
<td>French Fries</td>
</tr>
</tbody>
</table>

**COUNTABLE - NON-COUNTABLE NOUNS**

**VERB LIKE**

Example:
- I like apples.
- I like to eat pizza at night.
- We would like some grapes.
- She would like to have an orange.
- She likes tacos.

**Circle the correct answer.**

a) We can pluralize
   a) Countable  b) Non-Countable

**ALL LIQUIDS ARE NON-COUNTABLE**

### GRAMMAR

2.1 Circle with color **red** the countable noun and with **blue** the non-countable nouns.

Apple  pizza  water  banana  hot-dog  pear
lemon  grape  soda  French fries  taco
Kiwi   strawberry  orange  cherry  burger

3. **Pair-work!** Take turns to describe what food there is in the picture, then decide if it is countable or non-countable. **#Share with the class**
DISCOVERING GRAMMAR
THERE IS / THERE ARE

Examples:
There is some fruit in the fridge.
There is not any potato.
There are not any apples.
How much milk do you need?
How many eggs do you have?
Do you have some sugar?

Circle the correct answer:
1) How much is used for
   a) Countable b) Non-countable
2) How many is used for
   a) Countable b) Non-Countable
3) Some is used for
   a) Affirmative and Negative
   b) Affirmative and questions

SHOULD

Examples:
I should eat some fruits
You shouldn’t have much junk food
He shouldn’t eat any burger.
We should eat vegetables
She should drink plenty of water

SHOULD is a modal verb used for giving advices.

GRAMMAR

2.1 Complete the following sentences with how much / how many, some or any.

a) I would like __________ pizza.   c) __________ oranges you need?
b) __________ orange juice you need?  d) There is not __________ carrot.

3.1 Pair-work! L
   take turns to ask and answer question about what there is/are in the fridge.
   (Use how much / how many)

3.2 Talk about the food that there is not in fridge.

3.3 Group-work! Give the class some advices about eating healthy.
1.1 Individual prepare an interview, and collect information about your classmates’ food choices.

INTERVIEW

1.2 Group-work! Prepare a short speech discussing healthy eating habit basing on the interviews made in exercise one.

1.3 #Share the healthy advices with the class. Remember to use the vocabulary and grammar structures study during the unit 1 –
## DISCOVERING GRAMMAR

### Possessive Adjective

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a pineapple on my desk.</td>
</tr>
<tr>
<td>This is her jacket.</td>
</tr>
<tr>
<td>His cap is green.</td>
</tr>
<tr>
<td>Their dresses are long and yellow</td>
</tr>
<tr>
<td>She is wearing her mother’s shoes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle the correct answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which of the following are possessive adjectives.</td>
</tr>
<tr>
<td>I her his we they</td>
</tr>
<tr>
<td>Its their your she he</td>
</tr>
<tr>
<td>2. After a possessive adjective there is always a:</td>
</tr>
<tr>
<td>Noun adjective verb</td>
</tr>
</tbody>
</table>

### POSSESSIVE | ADJECTIVE

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>HE</td>
<td>His</td>
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<td>She</td>
<td>Her</td>
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<td>It</td>
<td>Its</td>
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<tr>
<td>We</td>
<td>Our</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
</tbody>
</table>

## GRAMMAR

2.1 Complete the sentences with the correct possessive adjectives.

- a) My mother is wearing _____ glasses.
- b) He is looking for _______ books.
- C) They will eat _______ fruits.
- d) The cat plays with _______ ball.
- d) I like to wear sunglasses, and these are _______ favorite ones.

#### Talk Time

3.1 Pair-work! Descriptive what you normally wear on weekends for your partner draw it.

3.2 Give some comments to your partner’s clothes style. Add some suggestions.

#### Fashion Police

4. For extra grammar practice go on-line at home

http://www.eslgamesplus.com/possessive-adojectives-game/
### DISCOVERING GRAMMAR

#### Possessive Adjective

**Examples:**
- There is a pineapple on **my** desk.
- This is **her** jacket.
- **His** cap is green.
- **Their** dresses are long and yellow.
- She is wearing **her** mother's shoes.

**Circle the correct answer.**
1. Which of the following are possessive adjectives?
   - I  
   - her  
   - his  
   - we  
   - they  
   - its  
   - their  
   - you  
   - your  
   - he  
   - she  
   - he  

2. After a possessive adjective there is always a:
   - Noun  
   - adjective  
   - verb

#### POSSESSIVE | ADJECTIVE

<table>
<thead>
<tr>
<th>Subj. Pronoun</th>
<th>Possessive Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
</tr>
<tr>
<td>You</td>
<td>Your</td>
</tr>
<tr>
<td>He</td>
<td>His</td>
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<td>She</td>
<td>Her</td>
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<td>It</td>
<td>Its</td>
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<tr>
<td>We</td>
<td>Our</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
</tr>
</tbody>
</table>

### GRAMMAR

#### 2.1 Complete the sentences with the correct possessive adjectives.

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- c) **They** will eat ______ fruits.
- d) The cat plays with ______ ball.
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### TALK TIME

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3.2 Give some comments to your partner's clothes style. Add some suggestions.

### 4. For extra grammar practice go on-line at home

http://www.eslgamesplus.com/possessive-adjectives-game/
LESSON 7  
I Love my Family

VOCABULARY
1. Family members!
1.1 Pair-work! Guess the meaning of the new vocabulary words, and practice its pronunciation.

1.2 Pair-work! Ask and answer questions about the Simpsons family.

1.3 Group-work! Talk about your family

USEFUL EXPRESSION
- Marge is Lisa’s mother
- Bart is Maggie’s brother
- This is my father. His name is...
- My mother is 43. She is...

4. For extra vocabulary and pronunciation practice go on-line at home.
   http://www.wikisaber.es/Contenidos/LObjects/bb1/index.html?
2.1 Write the adjectives that describe each of the following Simpsons' Characters.

2.3 Pair-work! Using the adjective in ex: 2.2, describe orally the Simpsons' character with complete sentences.

3.1 Find and circle the mistakes in the following text, then correct them.

My name is Allan. I am 12 years old. His mother am a Doctor. She are tall and beautiful. My Father is a nurse. She is tall and thin. I love my parents. They is very funny.

3.4 Paste a picture of your family, and then describe it to the class.
1.1 Categorize the furniture according to their normal place in a house in the chart.

- Bath
- Bed
- Sofa
- Lamp
- Sink
- Kitchen
- Microwave
- Mirror
- Pillow
- Computer
- Desk
- Fridge
- Toilet
- Carpet

**MY HOUSE**

<table>
<thead>
<tr>
<th>LIVING ROOM</th>
<th>BATHROOM</th>
<th>BEDROOM</th>
<th>KITCHEN</th>
<th>STUDY-ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*www.communicationhall.co.uk*
2.1 Complete the following paragraph according to the pictures in the box.

The Elf in ________ two flower. He also is standing up ______ the drum. He likes to hide ______ the table and ______ the box.

3.1 Pair-work! Look at the and describe orally the items in room.

3.2 Draw your bedroom for then to describe it for the whole class.
3.1 Interview your friends and find information about their family, their clothes styles, and their houses.

3.2 Using the information that your classmate has provided you draw your peer’s family and house, include dress style.

3.3 Present orally to the class your partner’s family and house. Use the materials you need, vocabulary and grammar structures study during the unit 6 – 8.
2.1 Practice the pronunciation of the words with a partner.
### DISCOVERING GRAMMAR

#### SIMPLE PRESENT

**Examples:**
- My mother **likes** to play soccer
- My pet **eats** fish
- I **read** a book at night
- We **drink** a lot of water
- **Does he play** basketball?
- **Do you write** poems?
- **Does the teacher cook?**
- She **doesn’t play** tennis
- I **don’t eat** fast food

**Affirmative**
- I **play**
- You **play**
- We **play**
- They **play**
- He **plays**
- She **plays**
- It **plays**

**Circle the correct answer.**
1) Add a “s” to the verb when using the pronouns
   - a) He, She, It
   - b) Non-countable
2) The auxiliary for negative and question are
   - a) do/does
   - b) did
3) Use does for
   - a) I, We, They
   - b) She, He, It
4) When we use the auxiliary it is necessary to add the “s” to the verb
   - a) Yes
   - b) No

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>She</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>don’t</td>
<td>eat</td>
<td>doesn’t</td>
<td>play</td>
</tr>
<tr>
<td>She</td>
<td>doesn’t</td>
<td>eat</td>
<td>fast</td>
</tr>
<tr>
<td>Fast</td>
<td>food</td>
<td>Fast</td>
<td>food</td>
</tr>
<tr>
<td>write</td>
<td>Does</td>
<td>He</td>
<td>write</td>
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<tr>
<td>She</td>
<td>doesn’t</td>
<td>play</td>
<td>It</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1 Write an activity that you normally do each day of the week
3.2 Group-work! Share the activities
LESSON

11

This is my normal day

VOCABULARY

1. DAILY ROUTINES
1.1 LISTEN TO THE TEACHER THEN PRACTICE THE PRONUNCIATION OF THE WORD WITH A CLASSMATES

GET UP

have Breakfast

brush your teeth

go to school

BE IN CLASS

have lunch

play

watch tv

do homework

have dinner

1.2

1.3 Oral exposition! Report to the class your partner daily activity.
### DISCOVERING GRAMMAR

#### ADVERB OF FREQUENCY

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Adverb of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Never</td>
</tr>
<tr>
<td>25%</td>
<td>Sometimes – Rarely</td>
</tr>
<tr>
<td>50%</td>
<td>Often</td>
</tr>
<tr>
<td>75%</td>
<td>Normally – Usually</td>
</tr>
<tr>
<td>100%</td>
<td>Always</td>
</tr>
</tbody>
</table>

#### FREQUENCY EXPRESSION

<table>
<thead>
<tr>
<th>Frequency Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a day / week / month / year</td>
</tr>
<tr>
<td>Twice a day / week / month / year</td>
</tr>
<tr>
<td>Three times a day / week / month</td>
</tr>
<tr>
<td>Everyday</td>
</tr>
<tr>
<td>All the time</td>
</tr>
</tbody>
</table>

#### EXAMPLES:

- I always play soccer in the morning.
- She sometimes goes to the gym.
- I normally play sports.
- How often do you eat out?

- How often do you go shopping?
  - I always go shopping
  - Everyday

### GRAMMAR

**2.1 COMPLETE WITH THE CORRECT POSSESSIVE ADJECTIVE.**

- a) My sister has ______ own business.
- b) I would love to go to Paris. That is ______ dream.
- c) My father is 28. ______ name is David.
- d) They live in Guayaquil. ______ house is big.
- e) Paul is married and he is coming with ______ wife.
- f) We all are in the same class and ______ teacher is Louise.

### TALK TIME

#### 3.1 WRITE IDEAS ABOUT YOUR DREAM DAY.

#### 3.2 PAIR-WORK! CREATE A DIALOGUE WITH YOUR PARTNER DISCUSSING BOTH DREAM DAY

#### 3.3 PRESENT THE DIALOGUE TO CLASS.
LESSON 12

I'm going to...

VOCABULARY
1. PLACES IN TOWN

1.1 LISTEN TO THE TEACHER AND THEN PRACTICE THE PRONUNCIATION OF THE WORDS WITH A PARTNER.

1.2 LISTEN TO THE TEACHER AND WRITE A LINE ACCORDING TO THE PLACES THAT THE TEACHER IS VISITING.

FIRST, I'M GOINT TO...
THEN, I VISIT....
FINALYY, I GO TO...

1.3 GROUP-WORK! DESCRIBE YOUR ROUTINE AND THE PLACES YOU VISIT WHILE YOUR GROUP DRAW YOUR ROUT.
**DISCOVERING GRAMMAR**

<table>
<thead>
<tr>
<th>PRESENT PROGRESSIVE</th>
<th>Affirmative</th>
</tr>
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<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>My mother is play soccer</td>
<td>I am</td>
</tr>
<tr>
<td>My pet is eating fish</td>
<td>He is</td>
</tr>
<tr>
<td>I am reading a book this night</td>
<td>You are eating</td>
</tr>
<tr>
<td>We are drinking a lot of water</td>
<td>She is eating</td>
</tr>
<tr>
<td>Is he playing basketball?</td>
<td>We are</td>
</tr>
<tr>
<td>Are you writing poems?</td>
<td>It is</td>
</tr>
<tr>
<td>Is the teacher cooking?</td>
<td>They are</td>
</tr>
<tr>
<td>She is going to play tennis</td>
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<tr>
<td>I am eating fast food</td>
<td></td>
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</tbody>
</table>

**Circle the correct answer.**

4) Add a “ing” to the verb when using the pronouns
   a) verb to be b) do/does
   b) He, She, It b) All

5) The auxiliary for progressive tenses is
   a) verb to be b) do/does

6) Present progressive tense describe
   a) Actions that happen now
   b) Pictures and imagines
   c) Routines

2.1 PAIR-WORK! DESCRIBE THE PICTURE USING THE PRESENT CONTINUE TENSE.

2.3 DESCRIBE A PICTURE WHILE YOUR PARTNER DRAW WHAT YOU SAY.
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<th>Lesson/Topic</th>
<th>Page</th>
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<td>COMMUNICATIVE SKILLS</td>
<td>III</td>
</tr>
<tr>
<td>1.1 IMPORTANT OF COMMUNICATIVE SKILL</td>
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<tr>
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<td>INTRODUCTION</td>
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<td>LESSON 1: LET'S STARTED</td>
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<td>MONTH OF THE YEAR</td>
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<td>LESSON 3: WHERE DO YOU WANT TO EAT?</td>
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<td>GRAMMAR SPOT – COUNTABLE &amp; NON-COUNTABLE NOUNS</td>
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<td>GRAMMAR SPOT – POSSESSIVE PRONOUNS</td>
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