UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.

EDUCATIVE PROJECT

TOPIC:
Improve English language learning in elementary students.

PROPOSAL:
Design of the brochure with strategic educational vocabulary for primary school students Carlos Alberto Flores School

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN,

MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA.

RESEARCHER:
Susana Rafaela Pinos Cruz
Thalia Gabriela Tamayo Duarte

DIRECTED BY:
MSc. Larry Torres

GUAYAQUIL-
ECUADOR

2017
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS
DE LA EDUCACIÓN ESCUELA DE LENGUAS Y LINGÜÍSTICA
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SILVIA MOY-SANG,
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Ciencias de la Educación, Universidad de Guayaquil
Ciudad.-

Apreciada Sra. Decana:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha Marzo 12 del 2017, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüística, tengo a bien informar lo siguiente:

Que las profesoras:

Susana Rafaela Pinos Cruz
Thalia Gabriela Tamayo Duarte

Diseño y ejecuto el Proyecto Educativo

**TOPIC:**

How to increase vocabulary acquisition in students from elementary school

**PROPOSAL:**

A booklet designed with didactic strategic vocabulary aimed to elementary students from

Carlos Alberto Flores Afternoon Public
School No. 310

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

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

Muy Atentamente

**MSc. Larry Torres**

TUTOR
DEDICATION

I dedicate this project to GOD for giving us life every day and allowing me to realize my project, to our parents, for their support and unlimited love that gave us the power to proceed in each task we do. I love them all.

Susana Pinos Cruz
Thalia Tamayo Duarte
ACKNOWLEDGEMENT

My gratitude is primarily directed to God for all his blessings, protection and heavenly love that enlightens the world.

I also feel grateful to all my teachers that have put their small grain of sand in helping me be where I am at professionally.

To Universidad de Guayaquil for giving me all the support a future teacher can want, for providing me with such wonderful teachers in my path and for doing all they can to have a productive community spreading all over our nation.

Susana Rafaela Pinos Cruz
Thalia Gabriela Tamayo Duarte
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| AUTOR/ES:           | Susana Rafaela Pinos Cruz  
Thalia Gabriela Tamayo Duarte                                                                                                                                                                     |
| TUTOR:              | MSc. LARRY TORRES  
REVISORES: MSc. LARRY TORRES                                                                                                                                                                         |
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| RESUMEN:            | El presente proyecto se basa en el estudio de la falta de vocabulario estratégico didáctico en el séptimo grado de la tarde de la escuela pública Carlos Alberto Flores. 310 alumnos.  
El objetivo general de este proyecto es analizar el impacto en el proceso de aprendizaje del vocabulario en inglés mediante la identificación de cómo el uso de las actividades del vocabulario estratégico didáctico puede generar un aprendizaje significativo en los alumnos de la escuela secundaria Carlos Alberto Flores. Esto también puede diagnosticar si las actividades están siendo utilizadas por los maestros y confirmar si las características, los estilos de los juegos y los tipos de aprendizaje están establecidos. Este proyecto ha sido desarrollado bajo el enfoque cualitativo, modo socioeducativo y se basa en investigación correlacional, bibliográfica, documental y de campo. Por este motivo, se propone como primera alternativa un folleto de actividades didácticas de vocabulario estratégico. |
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CONTACTO CON AUTOR/ES: Dr. Eduardo Torres Vivar  
Teléfono: | E-mail:                                                                                                                                                                                          |
| CONTACTO EN LA INSTITUCION: | Nombre: Secretaría de la Escuela de Lenguas  
Teléfono: (04) 2294888 Ext. 123  
E-mail: lenguas.lingüistica.filo@gmail.com |
TITLE AND SUBTITLE:
Improve English language learning in elementary students
PROPOSAL: “Design of the brochure with strategic educational vocabulary for primary school students Carlos

AUTHOR/S:
Susana Rafaela Pinos Cruz
Thalia Gabriela Tamayo Duarte

TUTOR:
MSc. LARRY TORRES

REVISORES:
MSc. LARRY TORRES

INSTITUCION: UNIVERSITY OF GUAYAQUIL

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CAREER: Languages And Linguistics

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DEGREE:
BACHELOR OF SCIENCE IN EDUCATION, MAJOR IN ENGLISH LANGUAGE AND THEMES

AREAS:
Oral expression Communication Works in group Motivation

KEYWORDS:
Vocabulary – diagnose – learning-alternative-development-approach

ABSTRACT:
The present project is based on the study of the lack of didactic strategic vocabulary in the 7th grade of the Carlos Alberto Flores afternoon public school no. 310 students.
The general objective of this project is to analyse the impact on the process of learning English vocabulary by identifying how the use of didactic strategic vocabulary activities can generate meaningful learning in the students of the Carlos Alberto Flores high school. This can also diagnose if the activities are being used by teachers and confirm if the characteristics, styles of games and types of learning are established.
This project has been developed under the qualitative approach, socio-educative mode and is based on co-relational, bibliographic, documental and field research. For this reason, a Booklet of didactic strategic vocabulary activities is proposed as a first alternative.

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CONTACT WITH AUTHOR/S Dr.
Telephone:
E-mail:

Institutional Contact:
Name: Secretary of the School of Languages
Telefon: (04) 2294888 Ext. 123

E-mail: lenguas.linguistica.filo@gmail.com
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The present project is based on the study of the lack of didactic strategic vocabulary in the 7th grade of the Carlos Alberto Flores afternoon public school no. 310 students.

The general objective of this project is to analyse the impact on the process of learning English vocabulary by identifying how the use of didactic strategic vocabulary activities can generate meaningful learning in the students of the Carlos Alberto Flores high school. This can also diagnose if the activities are being used by teachers and confirm if the characteristics, styles of games and types of learning are established.

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For this reason, a Booklet of didactic strategic vocabulary activities is proposed as a first alternative.

KEY WORDS: vocabulary – diagnose – learning-alternative-development-approach
RESUMEN

El presente proyecto se basa en el estudio de la falta de vocabulario estratégico didáctico en el séptimo grado de la tarde de la escuela pública Carlos Alberto Flores. 310 alumnos.

El objetivo general de este proyecto es analizar el impacto en el proceso de aprendizaje del vocabulario en inglés mediante la identificación de cómo el uso de las actividades del vocabulario estratégico didáctico puede generar un aprendizaje significativo en los alumnos de la escuela secundaria Carlos Alberto Flores. Esto también puede diagnosticar si las actividades están siendo utilizadas por los maestros y confirmar si las características, los estilos de los juegos y los tipos de aprendizaje están establecidos.

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Por este motivo, se propone como primera alternativa un folleto de actividades didácticas de vocabulario estratégico.

PALABRAS CLAVES: vocabulario–diagnostico–aprendizaje
INTRODUCTION

English has a great importance all over the world these days and due to such fact the necessity to learn English from an early age has arisen to everyone. We all know is one of the most spoken languages around the world. English is a requirement and a necessity, and it is essential to know English in order to apply for a scholarship, find a good job, get a promotion, internationally communicate, etc.

At present, vocabulary knowledge is an important step in the development and learning of a language. English is being used all over, so there are different venues to learn it with a motivating atmosphere through many methods attracting students to get involved in a field of words that can bring about much knowledge about this very important language giving students a vast amount of interest and motivation.

This project has been developed with the 7th grade students at “CARLOS ALBERTO FLORES” Public High School, where I could detect big and serious problems of the skills, in the sense that they could not pronounce even basic words. Also, they had lots of deficiencies when it comes to vocabulary and they do not have any interest to improve their communication.

The sole objective of this project is to apply a booklet of vocabulary that will improve English learning. In this sense, they can write, read, understand and pronounce words correctly.

My project work is divided in four chapters, and they are explained as follows:

CHAPTER I: THE PROBLEM

Location of the problem in context, Conflict-situation, Causes and consequences of the problem, Formulation of the problem, Delimitation of the problem, Objectives of the investigation, Questions of the investigation, Justification.
CHAPTER II: THEORETICAL FRAME
Antecedents, Theoretical foundation, Legal foundation and Operationalization of the variables.

CHAPTER III: METHODOLOGY
Design of the investigation, Types of investigation, Methods and techniques of investigation, Instruments of investigation, Population and sample, Results, Analysis of results, and Answers to the questions of the investigation, Conclusions and recommendations

CHAPTER IV: THE PROPOSAL
Title, Justification, Objectives, Feasibility of its application, Description, Implementation, Validation, Conclusion, Recommendation.

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BIBLIOGRAPHY
CHAPTER I: THE PROBLEM

LOCATION OF THE PROBLEM IN CONTEXT.

During the observation made in the 7th grade of basic education at “CARLOS ALBERTO FLORES” School, located in General Gomez y Guaranda, I could realize that most of the students had no interest or will to learn English and have problems with every skill involved. The students showed lack of interaction with each other; they are shy about speaking in English in front of the class, because they have a very limited vocabulary.

Also, they have lack of didactic materials to use in the class. That’s why the hours of classes tend to be monotonous and repetitive.

The teacher for this grade does not use ludic activities in the classroom frequently, perhaps because the teacher does not have enough resources of activities that could be applied according to the age and the subject that they are studying or perhaps for the fear factor of addressing disorder and indiscipline in the classroom by the euphoria of students to play.

On the other hand, I could realize that teaching is based 90% in the Spanish language.

Therefore, there is the necessity for the teaching of English to be based on the realization of motivating English activities with the aim of classes could change and be more active and participatory so the learning of this language can be very significant.

To reach this goal, this project proposes to establish a booklet where dynamic vocabulary is found for the purpose to be used by English teachers in their classes in order to improve the skills in a motivating atmosphere.
CONFLICT SITUATION

At present, vocabulary production is an important stage in the developing and learning a language. English is being used constantly, so there are different venues to learn it within a motivating atmosphere through vocabulary, and didactic activities that can attract the students’ interest and motivate them.

We have to acknowledge that knowing English is a necessity. Plus, vocabulary is a very important skill that plays a major role in learning and everyone who studies English should improve to have better communication with everybody.

As I said, in the students of 7th grade at “CARLOS ALBERTO FLORES” High School, located in General Gomez Y Guaranda, there is a lack of vocabulary learning; also, this is caused because of the lack of low motivation from the teacher and they do not have a properly language production.

The students must receive a new way to learn with motivating activities during their class.

CAUSES AND CONSEQUENCES OF THE PROBLEM

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>CONSEQUENCES</th>
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<tr>
<td>1.- Use of traditional pedagogy</td>
<td>1.- Students will not be interested in learning a new language</td>
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<tr>
<td>2.- lack of vocabulary production</td>
<td>2.- No developing of writing skills</td>
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<tr>
<td>3.- lack of didactic materials</td>
<td>3.- Students get bored and disinterested</td>
</tr>
<tr>
<td>4.- Teaching based on Spanish</td>
<td>4.- Students will be confused at the moment to do the activities</td>
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FORMULATION OF THE PROBLEM (HYPOTHESIS)

What is the incidence of the use of a booklet with vocabulary activities to teach English in the 7th grade students at “CARLOS ALBERTO FLORES” High School?

Independent Variable
Didactic vocabulary games
Booklet with vocabulary activities

Dependent Variable
Teach vocabulary

DELIMITATION OF THE PROBLEM FIELD:
Educative Public School
AREA: Foreign Language,
English
ASPECT: elementary Public Institution

TOPIC: How to increase vocabulary acquisition in students from elementary school

PROPOSAL: Designing of a booklet with dynamic vocabulary activities.
EVALUATION OF THE PROBLEM

ORIGINAL:
This project has been applied for the first time in “CARLOS ALBERTO FLORES” High School and was developed on my own.

CLEAR:
The problem is clear and evident because students do not demonstrate production of the English language when it comes to Speaking, Writing, Reading or Listening.

FEASIBLE:
The realization of this project has total feasibility because it demands for an affordable budget. This project was totally supported by the authorities, teachers, students and families, receiving from them the total and reliable support that was required.

RELEVANT:
This project is relevant because it has an aim of importance for students, teachers and it prepares them in improving with the use of this booklet.

Evident: It is totally evident because I could easily observe the problems in the 7th grade class at “CARLOS ALBERTO FLORES” High School.

OBJECTIVES

GENERAL OBJECTIVE
To analyze the impact of the use of didactic vocabulary activities in the process of teaching English in order to improve the learning of the language in the 7th grade students at “CARLOS ALBERTO FLORES” High School.

SPECIFIC OBJECTIVES

- To design a booklet of didactic vocabulary activities aimed at English students / teachers.
- To identify different approaches in which vocabulary plays an important role in language learning.
To identify the interest of the students in didactic vocabulary practice during the process of learning English.

To analyze the role of vocabulary in English teaching.

To demonstrate the advantages of didactic vocabulary in the process of learning English.
QUESTIONS OF THE INVESTIGATION

1) What is the importance of didactic vocabulary activities in the English students?
2) Do the teachers apply didactic vocabulary activities in their classes?
3) What kind of techniques or methods will be used in this project?
4) What impact will the project produce in the learning of English Vocabulary?
5) Will the students be able to improve their language skills?
6) Will the students improve their vocabulary and vocabulary pronunciation when applying this project in the classroom?
7) Will students be motivated to learn English with the application of this project?
8) What changes will the project produce in the 7th grade students?

JUSTIFICATION

Didactic vocabulary activities for learning are necessarily related. The didactic activity is considered as a venue of great potential for development and learning. Hence, separate didactic activities dealing with education would be the most effective instruments, through actions and experimentation on children to learn and express their interests and motivations in the English language.

This research will identify solidly the importance of using didactic vocabulary activities in the teaching-learning English process, to get the objective so 7th grade student could achieve efficient learning. They will be able to understand and communicate in this language, so they could face a world in constant competition.

This project seeks in being beneficial to all the English teachers with the designing of a booklet with didactic vocabulary activities involving the management and its implementation inside and outside the classroom. The four
basic skills of the language (listening, speaking, writing and reading) can be developed.

**FEASIBILITY:** The realization of this project has a high level of feasibility because it demands for an affordable budget. I have substantial resources like office and material for this project to be completed and also with the possibilities to have full participation of the students and school authorities.

**LIMITATIONS:** This project presents no limitation on the part of the authorities, English teachers, students and other members that make up “CARLOS ALBERTO FLORES” High School.
CHAPTER II: THEORETICAL FRAME

BACKGROUND OF THE RESEARCH

The art of vocabulary knowledge and usage is an exquisite one, just like the very words that I am using right now to express myself. Vocabulary is a very important essential tool in the realization of this project. There is research and studies focused on promoting the use of vocabulary activities in order to get significant English learning.

It is essential to set the foundation of the theoretical frame and it is important to define and provide the whole essence, background of the investigation. I have gotten some serious reading and reviewing about this scholar articles, books, journals and such. I also have researched libraries in the university and outside of it too, which has also helped to enrich the knowledge about this project.

There may be many ways to boost, encourage and cheer students into learning the English language and keeping them engaged, but using vocabulary activities can be the most efficient way. Motivating students at this stage is the best production to language learning because of the age they are going through, bringing out their knowledge to its peak.

In “CARLOS ALERTO FLORES” High School, the place where this project is being developed, no research of this kind has not been conducted regarding the impact of vocabulary activities in learning the English language, making this project the first of its kind.

THEORETICAL FOUNDATION

1. Why teach vocabulary?

Vocabulary has many objectives such as the one stated below.

“Your answer likely has something to do with the words of a language, which is perhaps how most people think of vocabulary, and that is correct because vocabulary does deal with words. Yet vocabulary is much more than just single words, as this book will demonstrate. Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the 2 Teaching Vocabulary entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571).

So it will probably not surprise you to learn that vocabulary also includes lexical chunks, phrases of two or more words, such as Good morning and Nice to
meet you, which research suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences (Alali & Schmitt, 2012),

*They are central to English vocabulary learning and therefore worth teachers’ attention as they teach vocabulary* (Lewis, 1993)."

2. **What is the definition of vocabulary?**
   List or collection of words. Terminology of a person or a subject. It can be define as the words of a language that include the single items and phrases that are used to convey meaning in a particular manner.

3. **What is the importance of vocabulary?**
   The core soul of English language teaching is vocabulary because without enough vocabulary, understanding is lost and for others there’s no way to express themselves or their own ideas.
   "...**while without grammar very little can be conveyed, without vocabulary nothing can be conveyed**" Wilkins (pp.111-112, 1972)
4. Vocabulary and its importance in language learning:
   A word can be defined in so many ways, but there are three significant aspects that teachers need to be aware of and remained engaged on when teaching vocabulary is at hand and that is form, meaning and use. “The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular term (such as a prefix, root, and suffix),
   meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression., and for use, it involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.” Nation (2001)
   Nation (2001) also declared that there is both a receptive and productive dimension, so knowing about these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1 below. When teachers teach vocabulary to build students’ knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use.
   (Nation2001)
TOPIC:
How to increase vocabulary acquisition in students from elementary school

PROPOSAL:
A booklet designed with didactic strategic vocabulary aimed to elementary students from
Carlos Alberto Flores Public
School No. 310

1. What type of abilities and competences will this booklet of didactic strategic vocabulary activities help develop in the typical classroom? Students’ vocabulary can be reached to the maximum with the following didactic strategic vocabulary which is minimized to students learning.

2. Which methodology will be used with the handling of this booklet? The communicative approach is one that fits best because students learn their own words to help them in language learning and it also supports them with complete ideas in developing vocabulary and offers plenty of venues that can be used also.

1. Teachers and students will acknowledge and consider the importance that understanding a language is. Vocabulary learning is essential in order for the rest of the learning blocks could take place.

2. The vocabulary material must be interesting and excellent quality.

3. Teachers must encourage students so they can have full comprehension in language learning.

Language learning through vocabulary is analyzed by few authors and the elaboration consists in a wide range of abilities; however, the wide range of research, including experiments, elicitation instruments, questionnaires, interviews, instruments of observation, schedules, methods that are considered to be introspective are also steps that must
be considered. Diaries, vocabulary logs, blogs, journals, protocol analysis and stimulated recall are a few purposes in this research to play out the ability of defining problems, stating objectives and formulating a hypothesis.

These approaches follow these concepts:

- Logic deductive solutions.
- Give out the best research.
- Language competences.

Any of these language learning Approach Theories also collect information on how to gradually improve students’ performance and abilities. They also address language competences and have students inclined towards those goals keeping in mind that every approach is different its own way and so is the way students learn when learning another language.

4. Where is this project going to be performed?

This project is going to be performed at “CARLOS ALBERTO FLORES” high school located at GUARANDA Y GENERAL GOMEZ The school director considered this place the most adequate for me to apply my project. Students at 7th grade are in great need of learning vocabulary in English so other abilities could also be developed.5. Why is this booklet important to develop and improve students’ language learning skills?

Vocabulary learning is the foundation in language learning. The ingredient to interpret meaning and understanding. This booklet is aimed to get student skills developed.

6. How this booklet may contribute to have a good understanding of the language?

This pamphlet provides vocabulary learning in the natural approach, getting students involved in the language without any grammar or structure to be studied. It stimulates students cognitive and their prior knowledge too.

7. What strategies will be used to present the usefulness of this booklet?

This booklet will make English classes more dynamic, providing meaningful vocabulary first and making understanding easier. Students learning in the vocabulary spectrum will be able to gradually demonstrate
progress with activities performed in the classroom, making student participants of dialogues, role plays and many other activities done on their own.

8. How will this project incline students into learning?
This project is intended to improve vocabulary learning so students could have a sound understanding when it comes to word definition, meaning and usage, providing students the ability to produce language on their own throughout sentence building and wording.

9. How will this project improve students' overall in their English learning?
By providing more practice with vocabulary orientated activities in the classroom, this booklet will assist students into a full extension of English learning. Students' learning will take a dynamical style. The use of reading, grammar, idioms and expressions will be reinforcement with the use of this booklet. Homework and class participation are collaborators to English learning as well.

The following example, adapted from Sylvia Ashton Warmer, is one type of activity.

KEY WORDS (adapted from Sylvia Ashton Warmer)
1. Prepare cards to write the words on (approximately 3" x 8", heavy tag board, with a bole punched in one corner if they are to be kept on rings).
2. Each day, engage each student in conversation and get him/her to tell you a word that's very important to him or her that day.
3. Write the word on the card while the student is watching, sounding it out as you write and then repeating the word.
4. Give the card to the student and have him or her read the word.
5. The students keep their words in boxes, coffee cans, or on rings. They read all their words to you or to another student each day. Any words that they can't remember are discarded, explaining that the word must not have been important enough to remember.
6. Students can draw pictures of their words, try to find them in books, classify them according to meaning or sound, alphabetize them, write them in sand, spell them on flannel or magnetic boards, etc.
7. As students learn to read their friends' words, they make copies of them and add them to their pack.
8. When they have 8 - 10 words, they can begin writing stories using them.
Prepared by Suzanne Iruio New England Multifunctional Resource Center
1. EPISTEMOLOGICAL FOUNDATION

It is elementary that we know the Epistemology definition: What is Epistemology?
Epistemology studies the way how we learn something. It answers the question, "How do we know?" It involves the character and structure of concepts, the power of the senses, logical reasoning, opinions, ideas, and reminiscences feelings. It means how our minds are associated to reality and whether these associations are suitable or not.

Why is Epistemology important?
Learning is as complex as the likes and don't likes of any human on this Earth; therefore, learning and acquiring knowledge can be just as varied. Thus, making students learn is a process that has to be dealt with a lot of different teaching styles. We as teachers must know or have an idea the way our students learn so we could apply the appropriate teaching style that copes with their style of learning. Which are the key elements of a proper Epistemology?

A proper epistemology must be balanced in:
- **Senses**: perceive stimulus or information from external world.
- **Reason**: our particular way to gaining knowledge and understanding.
- **Logic**: it is the coherence that exists among all our knowledge.
- **Objectivity**: when we relate our knowledge with reality to determine its validity.
- **Concepts**: judgments about specific facts of reality.

Types of Epistemology:
Most philosophers have different ideas about how many types of knowledge are there, but they agree that we have knowledge of different types:

1. **Logical.** - This type of knowledge is the result of understanding the relationship among several ideas. Some rules of law of logic permit us to claim our own knowledge. This type of knowledge originates in our senses. Then, if
our brain is different from others, logically, our judgments will also be different from others. Everybody assumes any event as false or true according to their knowledge, or logically connected ideas.

2. Semantic. - This knowledge is the result of learning the meaning of words. We know a word, then we know its definition. These definitions are written in dictionaries.

3. - Systemic.- This is the result of learning words and symbols involved in a system, that is Mathematics or Geometry, and the relationship among these words and symbols, inclusive to their operating rules in each system. All these words and symbols connected to their operating rules make part of a systemic knowledge.

4. - Empirical.- There is a knowledge that comes through our senses. This knowledge is known as empirical knowledge. Here, we apply scientific methods more rigorously to reach to an accurate knowledge, through investigations, careful observations, hypothesis, etc.

A recent popular theory of knowledge holds that knowledge implies a belief, and a belief does not imply knowledge. When people claim to believe an event as real, they believe that it is so. This is the common part of these four types of knowledge. **Epistemology of Education:**

We know that Epistemology involves a division of Philosophy. This branch studies the character of knowledge; the processes that help us acquire it, and its validity. It is so important that educators teach students those results that experts in several fields have revealed or constructed and transcended to future generations. But, we may assume that it is more important for teachers to be sure that their students learn those processes and detailed skills that investigators applied in their discovery or building of information.

**Epistemology applied to project:**

If Epistemology means to use our senses to learn something, it will make the application credible of this project using technological audiovisual resources, because these tools allow us to use basically our eyes and our ears. Then, we will major our skills in several fields, that is verbal communication, listening, pronunciation and reading. Obviously, these skills will encourage the English teaching-learning process. Reading offers a lot of information which motivates students to investigate more about the subject. Besides, students enjoy modern Reading stories about topics they can relate to; it will not be hard for
them to use this pamphlet to improve their reading English knowledge, and teachers will do their best jobs.

www.importanceofphilosophy.com/Epistemology_Reason.html

1. PEDAGOGICAL FOUNDATION.
Pedagogy is the art or science of teaching. This is a word originally Greek: pedagogues, and it is related with children. Actually we use the Latin word pedagogy in our educational concepts; this expression is commonly used when we talk about the teaching-learning process. Teachers are always looking for different ways to help students get knowledge. Technology is updated every day and reading such language can be a difficult task if students are not updated with the language, so it is always against the teachers and students’ favor. Then, modern technology and pedagogy go hand in hand in order to make up new ways to teach any subject. Reading is also one of such subjects. Teachers are obligated to be update with these so important tools in their daily jobs and students must keep up with such readings. www.websterdictionary.com

TYPES OF PEDAGOGY:
We know five divisions:
1.- Problem-based learning (PBL) is a type of pedagogy that supports students to learn a scientific problem through the investigation. Students learn in small self-directed groups to identify, execute, and reproduce an investigation which can be a ‘real-life’ problem.
2.- Workplace Learning, or training in the workplace. Therefore, workspace learning offers skills and guides to the faculty to innovate. Learning in the workplace is relevant because a long-lasting learning is needed to rise competition, so that, modern teacher should support and value this practice.
3.- Collaborative Learning.- It is used a lot. When teachers make groups of learners with a specific objective, which is to achieve a learning goal. Students with different routine levels can work together to reach a common goal, in groups or in pairs. They have a shared responsibility, then, the triumph of a student can facilitate the other students to be successful.

4.- Inquiry.- This type of pedagogy shows us a responsible student who must establish what he needs to learn, identifying resources and the best way to use them. Students choose a topic as a problem and they decide the method to solve it, introducing a report which details a hypothesis and make their own
observations and conclusions, and the most important, evidencing what they learned from this experience.

5. - Project-Based Learning. - This type of pedagogy encourages students to do their best, using higher thinking skills. They must demonstrate their top aptitude of learning, and assume conceptions with simple proofs. Students need to know what they must know, comprehend and apply to complete the project. Here, teachers become organizers of their activities.

www.pedagogy/typesof_applied.com

In this project, learning vocabulary is so important, and this pamphlet is a reliable source.

PEDAGOGY APPLIED TO ENGLISH LANGUAGE

Look up and say is one way to engage students in to learning. Repetition works but for how long and how much? English teachers are obliged to have creativity to the maximum because this is

language, another culture, different customs and even a different way of life that are being learned and taught when it involves language. English should become their second nature; on the other hand, it is sometimes challenging for teachers to knock down their linguistic barrier and pattern and engage students with new concepts.

2. SOCIOLOGICAL FOUNDATION.

Sociology has been studied since the 19th century. Sociology has many concepts involved and we have elaborated one of its definitions that was researched on the internet from the “British Sociological Association” from The United Kingdom. This was first published in 1967.
Now we are going to analyze its etymological concept: “Sociology” origins from the stem "socio-", which is from the Latin word “socius”, that means member, friend, or ally; referring to people in general, and from the Greek suffix "-ogy" which means "study of".

Sociology studies human beings attitude, behavior and how it plays among others, their social rules, processes of organization of their associations, groups and institutions. Sociology analyzes and studies human beings in short term and globally. Many professional create sub- studies out of Sociology.

www.websterdictionary.com

TYPES OF SOCIOLOGY:

We know that education is the standard process which organizes and regulates the way societies hand out knowledge and moral principles to their younger generations so communities, towns, cities, countries and continents could follow their set rules and cohabit. Sociology of education is the common mass built in education. It deals with education's sociological issues, socialization, culture and economic development.

- **Social organization**.- Studies men into various institutions, social groups, ethnic, religion, politics, economy, etc.

- **Social psychology**.- Studies human nature as a result of group life, collective behavior, social attitudes and personality formation.

- **Social change and disorganization**.- Studies changes in culture and social relations and the interruption that may follow in society: young delinquency, family conflict, divorce, etc.

- **Human ecology**.- Studies the environment and conduct of people and its relationship with theirs social institutions. Here, mental illness, criminality, drug addiction are shown in city centers and other highly advanced places.

- **Population or demography**.-Number of people, conformation and quality, and its influence in economic, political and social system.

- **Sociological theory and method**.- It refers to usefulness and applicability of the ideologies and theories of the life of group to regulate men’s environment.
□ **Applied sociology**.- Takes advantages of results of sociological investigation in several fields, such as criminology, community development, family counseling, ethnic relations and other aspects and issues of daily life.

**LEGAL FRAME**

On January 15th, 1999, during a session of the honorable directive council, principals of Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil resolved to regulate a new requirement for getting a degree in English; then, future professionals must design an educative project, which helps solve a specific issue in any educational institution about the English learning-process. This resolution was ratified on February 9th, 1999.

To solve common problems in all levels of education is the sole purpose of this requirement and allowing Guayaquil’s society gain a learning-teaching process with academic excellence involving teachers and the whole educational system become a stepping stone to reach the one of the Ecuadorian government’s goal, the good living act.

**CONTEXTUAL FRAME**

The school of languages and linguistic belongs to Facultad de Filosofía, in Universidad de Guayaquil. It performs its activities at CIUDADELA UNIVERSITARIA. We know that actually VOCABULARY offers MANY resources, tools and HELPS develop all kind of activities to achieve the learning of a new language, in our case the ENGLISH language.

This project consists of a booklet that will aid students in finding and resourcing new words, involving students and teachers as well in a wide comprehension about vocabulary and its skills. Vocabulary is involved in everything, in all the language basic skills.

**CONTENTS: ACTIVITIES AT PLAY:**

□ Game concepts- involve most intelligences in which students must involved kenesthetic, TPR (totally physical response), audio, mathematical, etc.
□ Psychological theories about the game- how they activate students’ cognitive.
□ vocabulary features- vivid, educational, interactive and fun
- Vocabulary importance- to have students in full readiness when learning a language.

- Vocabulary benefits- prepare students in learning adequately any concept.
  Play and education- activities that are similar in students’ first language and also adaptable in students’ second language.
  Playing involved in learning the English language can not only be fun but educational to students as well and in areas where they can all relate to their everyday experiences and environment.

- Vocabulary and motivation- vivid realia items involving students in complete class participation gives them a different perspective.

**LEARNING ENGLISH TYPES OF LEARNING:**

- Significant-Learning- when meaning is needed, students must be subject to such activities in class. **Vocabulary** is one of these inputs needed for students to have a complete understanding of the language. Therefore, improving their **vocabulary** will make reading a lot more comprehensible.

- Repetitive-Learning- Drills are also effective and so is reviewing activities so students can memorize and improve learning vocabulary. Memory plays a major role in how we remember the things we did, the things we have learned and how apply them again whenever such information is needed will give us ways to solve problems, communicate, or simply visualize situations.

**LEARNING STYLES:**

- Kinesthetic- The booklet is designed to engage students into role play, situations, what if situations, and of course vocabulary. Teachers need to be creative and have well planned lessons too.

- Verbal- speaking is promoted with the use of the booklet not just by making students provide meaning, but also by motivating students to
produce sound communicative language. □ Visual- the colorful pictures and images also activate the visual intelligence that is in students. Pictionarys have been known to activate visual competence.

□ Auditory- teachers’ pronunciation is a very required item when using this booklet. Students are also oblige to do research of their own by finding pronunciation in songs, TV shows (if possible), movies, the internet and its virtual dictionaries, etc.

www.multipleintelligencesatplay.com

5. LEGAL FOUNDATION

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To solve common problems in all levels of education is the main purpose of this requirement and which allows Guayaquil’s society gain a learning-teaching process with academic excellence involving teachers and the whole educational system becoming a stepping stone to reach one of the Ecuadorian government’s goal, the good living act.

OPERATIONALIZATION OF THE VARIABLES.

<table>
<thead>
<tr>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent- How to increase vocabulary acquisition in students from elementary school.</td>
</tr>
<tr>
<td>Independent- A booklet designed with didactic strategic vocabulary aimed to elementary students from Carlos Alberto Flores Afternoon Public School No. 310</td>
</tr>
</tbody>
</table>

INDEPENDENT VARIABLE:

All have the right to a fair education and this booklet will make student appreciate that opportunity of learning English and contributing to their bilingual education. This project provides many roads to students’ English learning and their early stages of professionalism. English is a tool that cannot be benched. It needs to be in full contact with students.

DEPENDENT VARIABLE:
Lacking of the proper material is something that is inevitable but it has solutions. We must be that solution to the problem and not vice versa. Students should not be deprived of proper learning just because the material is not provided by higher officials. Students' poor vocabulary performance, low grades in English, and no motivation should be avoided in the classroom.

**RELEVANT CONCEPTS**

**Ways to Master English Vocabulary**

The best way to learn English vocabulary is by different themes, aims, topics or selections with explanations of meaning, examples of usage and follow up exercises. It is admissible and important to practice English vocabulary throughout exercises in **listening** comprehension, **speaking**, **reading** and also **writing**.

1. English students should have a list or more than one, by **category** if necessary, of new words and their meanings and also of phrases (expressions, idiomatic expressions too) on every theme and with example sentences and phrases. Students should repeat the words and put them into practice with exercises and with the help of English to English dictionarie.

2. Students should practice in the classroom with already done exercises done by their peers, from books, exercise books, pictionary in vocabulary practice or of their own. Dialogues, narrations (telling stories) and short stories can also be used as resources for vocabulary learning and sentence practice.

3. Vocabulary domination is reached also by reading everyday topics with important content from newspapers or items that are found on the internet, or produced by the teacher (teachers' material) books, CD's, or writing about things that they experience at school, home, playground, or any other place they may find themselves in, which could help them activate their prior knowledge.
CHAPTER III
METHODOLOGY

BACKGROUND
Once I notice the lack of vocabulary usage in students from seventh grade in the Carlos Alberto Flores School, I was able to conclude that my project would be of the most usage for such students. With my booklet, students would be able to learn, use and define the vocabulary words that my booklet provides. Another purpose of the booklet is the ludic activities like crosswords puzzles, flashcards, colors differentiation and other interesting activities.

Students are at a sponge stage, in which everything they see, listen, hear, touch and do is like a food to their brains because it feeds of them. That’s why at this stage, students most be exposed to as much vocabulary as possible.

Types of investigation.
In order to develop this project, the use of several research techniques for the task at hand were needed:

1. - RESEARCH METHOD.
Researching includes the collection and analyzing of other people’s opinions in order to have concrete answers for any type of request or question at hand, and to provide the most accurate background information in order to help explain observed events. This method is considered descriptive because its main characteristic is to give as much details as possible in an adequate, understandable method, the course of the research at hand and with all its steps, one by one.

2. - INTERVIEW.
With the interview, I was able to get precise results and the needs that the school has when it comes to the topic of my project, which is to make students acquire vocabulary using ludic strategies. Besides the interview, there were also surveys conducted with students, to teachers and the director of the school
3- NATURALISTIC OBSERVATION
We visited the Carlos Alberto Flores School in order to have a full and clear observation on students’ performance and teachers’ delivery while in English classes. We were able to conclude that there were still some type of deficiencies while classes were in session and it gave me the idea to apply my project even with more intensity.

4- QUESTIONNAIRE SURVEY
It gave me concrete results that there is a need of vocabulary activities for students of the seventh grade to learn and put into practice. The questionnaire shows that there is a great need of English learning for the students. There is also a lack of motivation when it comes to English learning and that students are addressed in Spanish most of the time.

LEVELS OF THE INVESTIGATION
Stage 1: Focusing and planning.

It is subjected to confirm the reasons of the low levels of English at Carlos Alberto Flores. To get this topic accomplished, I did thorough investigations about the course history because of the needs they presented and found out that the student have not had English before.

Stage 2: sorting out the information.

After putting the information in categories that consisted of teachers, students, and director’s surveys and interviews, I was able to place the fact that most students are in vast need in the English subject. There has been no previous English classes or English teacher assigned to any of the classes or students previously mentioned.

Stage 3: Analysis

In this phase, all the results of the surveys were tabulated, annexed, registered and added to get the total figure and back up the survey that were conducted.

Stage 4: Reporting
And at last, the report was done with the information that had been tabulated, registered, annexed and now reported. All the documentation was filed and a record of it was also created.
Procedures of the investigation.

This investigation was made in base of the following elements:

- Problem approach
- Design of the theoretical frame
- Investigation plan
- Applying instruments of investigation
- Organizing, analysis and interpretation of results
- Conclusions and recommendations

INSTRUMENTS OF THE INVESTIGATION METHOD

The method in process to reach some of the objectives at hand, with efficiency and efficacy had to be done in a fixed step procedure and it had students involved with adequately progress with the help of this project.

TYPES

Deductive and Inductive Methods.- There are two types of methods that bring out the logical reasoning, deductive and inductive.

Deductive

Deductive reasoning works from the more general to the more specific often known as the top down approach which is applied in the classroom depending in the activity being performed. We may start by thinking up of a theory about our topic, and then narrow it down to a more specific hypothesis that we can then examined or even conclude with different evaluations. We then narrow it down even to more specific details where we observe in order to address the hypothesis, and then draw our own final, concrete conclusions.

Inductive

Inductive reasoning works the other way around, moving from a lot more specific observations to broader generalizations and theories and so on. This is often called a bottom up approach. In the inductive reasoning, we begin with specific observations and measures, begin to detect patterns and defined regularities, formulate some hypotheses that we can examine, and finally add up some general results or quite few theories.

Scientific method

Scientific method consists in a systematic observation, measured experiment; and formulation, testing, and modifying of the hypotheses.
Heuristic Method

The word "heuristic" comes from the Greek word heurisko" meaning "I find out". The "Heuristic Method" is one in which the students are allowed to find out things on their own. In our investigation, students will deal with updated activities and all the needed resources in order to discover new means on their own. Using the booklet, students will reach goals they need in order to improve their English abilities.

Direct observation

Direct observation methods assist us to validate information collected by using indirect assessment and grade the team's hypothesis about the functions maintaining the problem behavior. It involves the use of all the 5 senses and our intuition.

Indirect observation

Indirect observation method includes reading, listening, recording and examining maps, pictures and other materials that enhance the English skill.

Techniques

These are abilities that help us with any task given and they deal with the level or degree of difficulty according to students levels.

Survey

The word “survey” is used to describe a method of gathering information from a sample of individual or individuals. This sample is usually just a part of the population being studied at any given region or for any given situation.

Interviews

An interview is an official meeting in which one or more people question, consult, or evaluate another person to get background information.

Questionnaires

A questionnaire is a research instrument that contains a variety or series of questions that are used for the purpose of collecting information. They may either be closed or open ended. This method is very useful in collection of statistical information.

Population

It is the students of CARLOS ALBERTO FLORES high school in Guayaquil which is formed by approximately 512 students.
Sample

Part of the members of the population at General Gomez y Guaranda.

Stratum

On this project, the following was considered, which represents 512 students, 12 teacher and 1 director.

<table>
<thead>
<tr>
<th></th>
<th>UNIVERSE</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Students</td>
<td>512</td>
<td>512</td>
</tr>
<tr>
<td>Parents</td>
<td>864</td>
<td>864</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1389</td>
<td>1403</td>
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INSTRUMENTS OF THE INVESTIGATION

Method: It represents the procedures to get a goal and it is related with the methods that we use in the project.

Observation: This method was used to identify the problem, the topic and the proposal with the objectives and variables.

Deductive: This method goes to the particular to the general cases and the cause which influence in the reading comprehension in the learning of English.

Inductive: This method goes from the general to the particular thing, because we have seen the reading comprehension in the English learning for the lack of techniques development.

Scientific: We get the necessary information based in the following steps: descriptive and exploratory investigation.
**Heuristic:** It refers to experience-based techniques for problem solving, learning, and discovery.

**Logical:** Let us look for the topic and design of a proposal.

**Itinerant:** It is about the design of activities, setting places where we have to investigate the problem.

**TECHNIQUES**

It is procedure used to accomplish a specific activity or questions. the methods that encourage creative actions, whether in the arts or sciences? They focus on a variety of aspects of creativity, including techniques for idea generation and divergent thinking.

**Survey**

It is a non-experimental, descriptive research method. Survey can be useful. Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects, from the quality of user-system interfaces to library user reading habits.

**Interview**

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee.

Interview is considered as a method for conducting qualitative research, is a technique used to understand the experiences of others.
ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Sample: 35 students
Course: 7th course

Question 1: How satisfactory is the English classroom in your school?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Verysatisfactory</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>C- Lesssatisfactory</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>D- Non satisfactory</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>E- Indifferent</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>35%</td>
</tr>
</tbody>
</table>

GRAPHIC No. 1

- Very satisfactory: 14%
- Satisfactory: 34%
- Less satisfactory: 3%
- Non satisfactory: 23%
- Indifferent: 26%

Very satisfactory
Satisfactory
Less
Non satisfactory
Indifferent
ANALYSIS: Five of the students consider that their English classroom is not 
satisfactory, 8% 
likes it and 1% shows satisfactory results for them. **Sample:** 35 students 

**Course:** 7th course 

**Question 2:** How satisfactory it would be if you receive classes in an English 
laboratory?

<table>
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<th>ALTERNATIVES</th>
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<th>PERCENTAGE</th>
</tr>
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<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>26</td>
<td>26%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>C- Lesssatisfactory</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>35%</strong></td>
</tr>
</tbody>
</table>

**ANALYSIS:** The 26% of students surveyed agreed that it would be very 
satisfactory to receive classes in an English laboratory.
**Sample:** 35 students  
**Course:** 7th course  

**Question 3:** How satisfactory and important do you consider READING resources in an English class?

<table>
<thead>
<tr>
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<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>C- Less satisfactory</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>E- Indifferent</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>35%</strong></td>
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**ANALYSIS:** From 35 students surveyed, 18% consider it very satisfactory and important to have audiovisual resources in their English class.
Question 4: How satisfactory is it for you to use internet to practice English vocabulary?

<table>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>35%</td>
</tr>
</tbody>
</table>

Analysis: 26% of students surveyed consider very satisfactory the use of internet to practice English, just 9% consider it satisfactory.
**Sample:** 35 students  
**Course:** 7th course

**Question 5:** How satisfactory could it be if you use internet to study your English lessons and other stuff?

---

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>11</td>
<td>11%</td>
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<tr>
<td>C- Less satisfactory</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>E- Indifferent</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>35%</strong></td>
</tr>
</tbody>
</table>

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### GRAPHIC No. 5

- **Very satisfactory:** 32%
- **Satisfactory:** 59%
- **Less satisfactory:** 6%
- **No satisfactory:** 0%
- **Indifferent:** 3%

---

**ANALYSIS:** From 35 students surveyed, 20% consider very satisfactory the use of internet to study English lessons, 11% consider it satisfactory and 2% consider it less satisfactory.
**Sample:** 35 students

**Course:** 7th course

**Question 6:** How satisfactory and interesting could it be if you receive classes in an English classroom?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>C- Less satisfactory</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E- Indifferent</td>
<td>0</td>
<td>0%</td>
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<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>35%</td>
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</tbody>
</table>

**GRAPHIC No.**

- Very satisfactory: 71%
- Satisfactory: 23%
- Less satisfactory: 6%
- No satisfactory: 0%
- Indifferent: 0%

**ANALYSIS:** 25% of students surveyed consider it very satisfactory and interesting to receive classes in an English classroom, 8% consider it satisfactory and 2%, less satisfactory.
Sample: 35 students  
Course: 7th course

**Question 7:** How satisfactory is it for you to use modern technology to enhance your vocabulary?

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<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>C- Less satisfactory</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>E- Indifferent</td>
<td>1</td>
<td>1%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>35%</strong></td>
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</table>

**Analyses:** From 35 students surveyed, 25% consider it very satisfactory to use modern technology, 6% consider it satisfactory.
Sample: 35 students  
Course: 7th course

**Question 8:** How satisfactory and interesting is it for you to combine technology with learning?

**CHART OF FREQUENCY**

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<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>B- Satisfactory</td>
<td>7</td>
<td>7%</td>
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<tr>
<td>C- Less satisfactory</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>E- Indifferent</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>Total</td>
<td>35</td>
<td>35%</td>
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</tbody>
</table>

**GRAPHIC No. 8**

**ANALYSIS:** 20% of students surveyed consider it very satisfactory and interesting to combine technology with learning.

Sample: 35 students  
Course: 7th course

**Question 9:** How satisfactory is it to receive English READING classes in a laboratory?
**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>19</td>
<td>19 %</td>
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<tr>
<td>B- Satisfactory</td>
<td>13</td>
<td>13 %</td>
</tr>
<tr>
<td>C- Less satisfactory</td>
<td>1</td>
<td>1 %</td>
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<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1 %</td>
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<tr>
<td>E- Indifferent</td>
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<td>1 %</td>
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<td>Tota l</td>
<td>35</td>
<td>35 %</td>
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</table>

**GRAPHIC No. 9**

**ANALYSIS:** From 35 students surveyed, 19% consider it very satisfactory to receive English in a laboratory, 13% consider it satisfactory.

**Sample:** 35 students  
**Course:** 7th course

**Question 10:** How satisfactory is it to have audiovisual aids to put in practice listening and speaking also?
**ANALYSIS:** 26% of students surveyed consider it very satisfactory to have audiovisual aids to put in practice listening and speaking, just 8% consider it satisfactory.

**Sample:** 35 students

**Course:** 7th course

**Question 11:** How satisfactory is it to develop READING skills using modern technology in the internet?
### Chart of Frequency

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>A- Very satisfactory</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>B- Satisfactory</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>C- Less satisfactory</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>D- No satisfactory</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>E- Indifferent</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Graphic No. 11

![Pie Chart]

**Analysis:** From 35 students surveyed, 18% consider it very satisfactory to develop listening skills using modern technology and internet, and 14% consider it satisfactory.
CONCLUSIONS

- The most of the students and teachers know that students do not have a specific room where English learning could take place.

- The most of the students want to have technology to improve their English teaching-learning process.

- Students consider it very important to have modern resources to develop their reading skills.

- Students are conscious about the necessity to learn English in a better way.

- Students seemed being interested about my project.

- English teachers and head officials agree with them.

- Teachers were emphasized to ask for improvement in English classes.

- English teachers considered that vocabulary is an important and valuable tool to improve their best.

- Students considered it essential to have a special classroom to learn English, with modern material to improve vocabulary skills.
RECOMMENDATIONS

Authorities should give more importance to the English subject.

Students should have the opportunity to handle this project to practice English.

Vocabulary at the laboratory room must be opened to students with more frequency.

To take advantage of this project, and adequate other classrooms so they could have a lab if necessary.

English teachers should be updated about how to handle vocabulary.

Students should be involved in class participation for learning.

English teachers should plan their classes using reading passages or the vocabulary activities as a main resource.

To coordinate the journal schedule for English classes in order for all students may be involved.
CHAPTER IV THE

PROPOSAL CHAPTER

PROPOSAL:

A booklet designed with didactic strategic vocabulary aimed to
elementary students from Carlos Alberto Flores Public School No. 310

V: OPOSAL

BACKGROUND

One thing that I can say is that elementary student are in vast need of
language learning, and vocabulary is one concept that is involved with all the
language skills. Students got to have the assistance needed so they could
achieve goals in all the language skills because vocabulary is needed in order
for the skills to properly function. Students at the Carlos Alberto Flores Public
Schools have the urge to learn and indulge themselves in the English
language and enjoy all the benefits that come with mastering the language.

JUSTIFICATION

This project’s justification is backed up by not only the survey results, or the
empiric observations, or the evidence that were exposed in the classrooms,
but also because students and teachers alike are in need of language learning
and they are also willing to engage in the participation of this innovating
project that will benefit them in the years to come.
OUTLINE OF THE DIAGNOSIS

The noticeable low performance from students in language production, the lack of interest in learning English, the blank look in students’ face when addressing English learning and other factors like no proper English learning material and such are the deficiencies that will be battled with my booklet. This will be the sole solution to the problems and facts previously mentioned.

THE FUNDAMENTAL PROBLEM

The regular lack of participation and no knowledge in the language at all, in some cases, the poor material, the need of supplemental material and ludic resources are just the tip of this problematic iceberg that students in this school face. They have all the will and intentions to learn English and that is more than a reason for this project to take effect as soon as possible and with lots of constancy.

GENERAL OBJECTIVE

A booklet designed with didactic strategic vocabulary aimed to elementary students from Carlos Alberto Flores Afternoon Public School No. 310

SPECIFIC OBJECTIVES

- To set dynamic activities among students (vocabulary in context)
- To improve vocabulary competences in students.
- To develop listening skills and meaning.
- To help students enrich vocabulary to use in language learning
- To encourage and motivate the importance of English worldwide
IMPORTANCE

The importance of this project is definitely of the highest rating. The significance of this language is worldwide due to the many reasons why this language is the Lingua Franca today. Not knowing this language is like not living in the new world, not being part of the live part of society, or not knowing the essence of the information realm. To this, many projects might be under the same umbrella, to improve students English and everything else. However, this project is focused on improving students’ language competences, and English learning as a whole.

FEASIBILITY

The project has been given the full support of the community, teachers, students, school officials and University of Guayaquil staff too. This project is the core solution to the evidential problems that students in most public schools face, the lack of preparation in the English learning field.

DESCRIPTION OF THE PROPOSAL

The present proposal was conducted in the present year 2017 in the Carlos Alberto Flores Public Schools in the month of MAY with the students of the seventh grade basic general education.

The booklet is made up of 4 units and everyone has some type of knowledge about it, variety of exercises, and precise and concise activities dealing with colloquial vocabulary and other needs to be applied in order to reach communicative understanding in the language.

This booklet’s content is designed according to the students’ proficiency, knowledge and evaluated English exam that they rendered with a diagnostic test we will need to apply, to recognize the levels that students’ CARLOS ALBERTO FLORES have.
APPLICATION OF THE PROPOSAL

Our handbook “GOOD STUDENTES” which contains fixed vocabulary words, dialogue exercises that involve constant practice in context with short and long phrases, chunks of listening information from peers and other communication activities is orientated towards the natural and communicative approach that are applied in today’s classroom activities.

The application of our proposal consists of 4 phases:

PHASE I: Activate vocabulary understanding and meaning.

PHASE II: blending of sounds and content meaning through task based learning and constructivism.

PHASE III: present, practice and production of dialogues and communicative activities.

PHASE IV: listening and speaking fluency and accuracy within situations.

MATERIALS

Our handbook was supported by several English grammar web sites:

- https://www.englishclub.com/vocabulary/regular-verbs-list.htm
- http://dl.acm.org/citation.cfm?id=985947
- http://www.learnenglish-online.com/vocabulary
- http://www.englishexercises.org/ludic
- https://rosebardeltdiary.wordpress.com/tag/ludic-activities/
- https://listeningandspeaking.com_situation/
Also our proposal was supported by several English text books:

- The use of ludic activities to encourage English learning at the school level. Bach. Ma. Del Carmen Diaz M. Magister University.
- Effective communication skills by Sean McPheat

**LOCATION**

This proposal took place in Guayaquil in the months of MAY with students that go to the CARLOS ALBERTO FLORES located at General Gomez y Guaranda in Guayas province.

**PEDAGOGICAL ASPECT**

**Constructivism**

One of the most important principles in constructivist approach to language teaching is action orientedness. Coopeartive learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second substantial principle in constructivism is individualization of learning which is centered on the learner. Dieter Wolff, a notable German researcher claims, that learning can only be influenced by teaching in a very restricted way. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning. However, the crucial thing is
that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness.

Another principle of constructivism is holistic language experience which refers to content-oriented and usually takes place in bilingual classes or project instruction. According to this approach, acquiring foreign language will be effective in authentic and complex learning environment or situation.

www.dictionary.com

PSYCOLOGICAL ASPECT

The psychological dimension of the making and messages of art work can provide opportunities for release of emotions, expression and definition of self. The problem solving inherent in art making can strengthen ones ability to address concrete and ambiguous challenges, engage and sharpen the senses and develop intra-personal knowledge.

www.dictionary.com

SOCILOGICAL ASPECT

Sociology of Education

It looks at education as evolution of the dynamics of social environment and how it influences in the teaching learning process. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and estimates to prepare young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies.

For Emile Durkheim (1858-1917), educational systems are mirrors of society, which has an in-built tendency to reproduce commonly accepted sets of values, norms and beliefs. A system of education is a product of collective
thought and follows the changes of social values. For example, society where social status depends on merit will have an educational system that reflects this value by admitting young people to educational institutions through examination.

Karl Marx (1818-1883) establishes the political, the legal and the educational system are all products of the class nature of society and its economic base. The educational system, therefore, reproduces the economic base. Max Weber (1864-1920) formulated a three-component stratification theory based on class (Economic), status (non-economic characteristics such as honor and religion) and party (based on affiliation with political party). He developed a multi-level approach to social stratification based on the relation between wealth, prestige and power.

The role of education in modern society is developed in two theories: structural functionalism and the conflict theory. Structural functionalists view society as a structure, with each part playing an integral role in the whole system. Functionalists argue the educational system serves the needs of social order characterized by rationality and meritocracy. People with the highest achievements will get the best jobs and highest pay and those with lower scores will take lower positions and lower salaries.

The functionalist theory was challenged in the 1970 by conflict-oriented theories, which highlight the social, political and economic inequality of social groups. The most prominent conflict approach, the neo-Marxist theory, establish that the educational system follows the rules of capitalism, claiming that educational disparity reflects the inequality of the capitalist society.

Consistent with this approach, the sociologist Pierre Bourdieu (1930-2002) introduced the notion of cultural capital, arguing that the educational system reproduces the distribution of cultural capital among classes. The cultural capital refers to personal, social and cultural values and tastes that make a person fit a socially valued role.

www.sociology.com
LEGAL ASPECT

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

Listening

**A1 PROFICIENCY LEVEL:** Recognize expressions, words, and sentences in simple spoken texts related to the learner’s personal, educational, and social background. Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.
Reading

A1 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A1 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A1 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Writing

A1 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing.

MISSION

My mission is to provide the best English education to students and eventually make them independent by providing them the opportunity to excel in life by mastering the universal language in communication, entertainment, information, technology and much more.

VISION

This thesis’ vision is to achieve progress as a whole by starting with the most important details in the process, the students. Students are the main source and fuel for teachers to bring out the best in them and transcending all their information from one another.

POLICIES

During the process of this thesis, I was able to arrange an agreement with school officials to have the school and the English Department use the booklet freely so students could profit educationally from it.

BENEFICIARIES

The beneficiaries of this project are students and teachers because they will be able to get more involved into all the aspects English has to offer when it comes to communication and English abilities.

SOCIAL IMPACT

Our proposal has a big social impact in the educational community in the whole Ecuadorian nation. Teachers, students, and county officials alike, will be able to help the surrounding communities with the topic this project has as a purpose.
GLOSSARY

SOCIOLINGUISTIC (adj) / language connected with society aspects and related issues

Touristic (adJ) / of tours, of traveling around, visiting landscapes from around places in the world

Understanding (noun) having comprehension, acknowledgement of certain concepts

Pragmatism (noun) / thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories.

Constructivism (noun) as a perspective in education, explains how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences.

Cognitive (adj.) connected with mental processes of understanding.

Didactic (adj) designed to teach people something, especially a moral lesson

Theory (noun) a formal set of ideas that is intended to explain why something happens or exists.

Integrated (adj) consisting of two or more activities.

Dialogue (noun) conversation between people in a concept or about many aspects, conversation

SUFFIXES AND DOCUMENTS
ANEXOS
APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

Specific instruction:

Write an “X” on the answer you consider the most appropriate on each one of the required questions.

A.- Very satisfactory  D.- No satisfactory
B.- Satisfactory      E.- Indifferent
C.- Less satisfactory

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>1.</td>
<td>How satisfactory is the English classroom in your school?</td>
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<td>2.</td>
<td>How satisfactory would it be if you receive classes in an English laboratory?</td>
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<td>3.</td>
<td>How satisfactory and important do you consider learning vocabulary and other resources in an English class?</td>
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<td>4.</td>
<td>How satisfactory is it for you to use internet to practice English vocabulary?</td>
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<td>5.</td>
<td>How satisfactory could it be if you use internet to study your English lessons, vocabulary and other stuff?</td>
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<td>6.</td>
<td>How satisfactory and interesting could it be if you receive classes in an English classroom?</td>
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<td>7.</td>
<td>How satisfactory is it for you to use modern technology to enhance your vocabulary?</td>
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<td>8.</td>
<td>How satisfactory and interesting is it for you to combine technology with learning?</td>
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<tr>
<td>9.</td>
<td>How satisfactory is it to receive English READING classes in a laboratory?</td>
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<tr>
<td>10.</td>
<td>How satisfactory is it to have the audiovisual aids to put in to practice vocabulary and speaking?</td>
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<tr>
<td>11.</td>
<td>How satisfactory is it to develop vocabulary skills using modern technology in the internet?</td>
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</tbody>
</table>
INTERVIEW TO THE DIRECTOR

Specific instruction:
Write an “X” on the answer you consider the most appropriate on each one of the required questions.

A.- Very satisfactory      D.- No satisfactory
B.- Satisfactory         E.- Indifferent
C.- Less satisfactory

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>1. How satisfactory is the English learning--teaching process in your school?</td>
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<tr>
<td>2. How satisfactory would it be if students receive English reading classes using modern technology and a vocabulary pamphlet?</td>
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<tr>
<td>3. How satisfactory and important do you consider audiovisual resources in an English class?</td>
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<tr>
<td>4. How satisfactory could it be for students to use internet and audiovisual resources to learn vocabulary in English?</td>
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<tr>
<td>5. How satisfactory could it be if students receive classes in an English classroom if possible?</td>
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<tr>
<td>6. How satisfactory and interesting is it for you to take advantage of modern technology for vocabulary practice?</td>
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<tr>
<td>7. How satisfactory could it be for students to have the audiovisual aids to practice reading, listening and speaking to improve English as a whole?</td>
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<tr>
<td>8. How satisfactory could it be for students to take advantage of modern technology to do their vocabulary in English homework?</td>
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<tr>
<td>9. How satisfactory could it be to develop listening skills in students if they use modern technology and internet in English classes?</td>
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<td>10. How satisfactory could it be to develop vocabulary skills in students if they use modern technology and internet in English classes?</td>
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<td>11. How satisfactory could it be to develop reading skills in students if they use modern technology and internet in reading English classes?</td>
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<td>12. How satisfactory could it be to develop writing skills in students if they use modern technology and internet in English classes?</td>
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</table>
INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:
Write an “X” on the answer you consider the most appropriate on each one of the required questions.

A.- Very satisfactory          D.- Less satisfactory
B.- Satisfactory              E.- Indifferent
C.- Less satisfactory

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>1. How satisfactory is English learning and the teaching process in your class and the whole school?</td>
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<td>2. How satisfactory would it be for you if you had a classroom with modern technological equipment to teach vocabulary in English?</td>
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<td>3. How satisfactory and important do you consider to have audio visual resources in your reading English classes?</td>
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<td>4. How satisfactory could it be for you if students increase their English knowledge using modern technology for reading and learning vocabulary?</td>
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<td>5. How satisfactory could it be for you if students receive reading classes in an English classroom?</td>
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<td>6. How satisfactory could it be for you if students take advantage of modern technology to read any topic in English?</td>
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<td>7. How satisfactory could it be for you if you have a well equipped saloon to teach English?</td>
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<td>8. How satisfactory could it be for you if students develop their reading skills using modern technology and internet in English classes?</td>
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<tr>
<td>9. How satisfactory could it be for you if students develop their reading skills if they use modern technology and internet in English classes?</td>
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<tr>
<td>10. How satisfactory could it be for you if students develop their listening, speaking, reading and writing skills if they use modern technology and internet in English classes as a whole?</td>
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**ANALYSIS OF RESULTS**

In order to detect which matters would affect the English teaching-learning process, and find theirs solutions, in CARLOS ALBERTO FLORES’ HIGH SCHOOL, it was needed for a survey to be conducted with the students, the English teachers and head officials so a more specific answer could be obtained. Their answers and requirements were majority the same.

A. - Very satisfactory  
B. - Satisfactory  
C. - Less satisfactory  
D. - No satisfactory  
E. - Indifferent

**SURVEY TO THE STUDENTS**

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
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<tbody>
<tr>
<td>01- How satisfactory is the English classroom in your school?</td>
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<td>02- How satisfactory would it be if you receive classes in an English laboratory?</td>
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<td>03- How satisfactory and important do you consider READING resources in an English class?</td>
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<td>04- How satisfactory is it for you to use internet to practice English READING?</td>
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<td>05- How satisfactory could it be if you use internet to study for English lessons and other stuff?</td>
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<td>06- How satisfactory and interesting could it be if you receive classes in an English classroom?</td>
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<td>07- How satisfactory is it for you to use modern technology to enhance your vocabulary?</td>
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<td>08- How satisfactory and interesting is it for you to combine technology with learning?</td>
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<td>09- How satisfactory is it to receive English READING classes in a laboratory?</td>
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<td>10- How satisfactory is it to have audiovisual aids to put in to practice for vocabulary and speaking?</td>
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<td>11- How satisfactory is it to develop vocabulary skills using modern technology in the internet?</td>
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</table>
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por SUSANA RAFAELA PINOS CRUZ Y THALIA GABRIELA TAMAYO DUARTE con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADA EN CIENCIAS DE LA EDUCACIÓN en la CARRERA: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: “IMPROVE ENGLISH LANGUAGE LEARNING IN ELEMENTARY STUDENTS.” PROPOSAL: “DESIGN OF THE BROCHURE WITH STRATEGIC EDUCATIONAL VOCABULARY FOR PRIMARY SCHOOL STUDENTS CARLOS ALBERTO FLORES SCHOOL”, ha sido orientado durante todo el periodo de ejecución en el programa URKUND, quedando el 2% coincidencia.

Msc. Larry Torres Vivar
MSc.

LARRY TORRES
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad
De mis consideraciones:

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

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: Susana Rafaela Pinos Cruz y Thalla Gabriela Tamayo Duarte

TOPIC: “IMPROVE ENGLISH LANGUAGE LEARNING IN ELEMENTARY STUDENTS.” PROPOSAL: “DESIGN OF THE BROCHURE WITH STRATEGIC EDUCATIONAL VOCABULARY FOR PRIMARY SCHOOL STUDENTS CARLOS ALBERTO FLORES SCHOOL.”

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

Atentamente,

MSC ALEJANDRO SÁNCHEZ ÁVILA
DIRECTOR
MSc. LARRY TORRES
UNIT 1

1.- Classify the following animals in domestic and wild animals.

<table>
<thead>
<tr>
<th>Domestic</th>
<th>Wild</th>
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<td>_______</td>
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<td>_______</td>
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</table>

2.- Read the fairy tale.

1. **The fox and the geese**

The fox once came to a meadow in which was a flock of fine fat geese, on which he smiled and said, "I come in the nick of time, you are sitting together quite beautifully, so that I can eat you up one after the other." The geese cackled with terror, sprang up, and began to wail and beg piteously for their lives. But the fox would listen to nothing, and said, "There is no mercy to be had! You must die." At length one of them took heart and said, "If we poor geese are to yield up our vigorous young lives, show us the only possible favour and allow us one more prayer, that we may not die in our sins, and then we will place ourselves in a row, so that you can always pick yourself out the fattest." - "Yes," said the fox, "that is reasonable, and a pious request. Pray away, I will wait till you are done." Then the first began a good long prayer, forever saying, "Ga! Ga!" and as she would make no end, the second did not wait until her turn came, but began also, "Ga! Ga!" The third and fourth followed her, and soon they were all cackling together. When they have done praying, the story shall be continued further, but at present they are still praying without stopping."

3.- Make in groups of 5 a play of the story.

4.- Answer these question:
   A.- What was the best part of the tale?
   B.- What do you feel while you read the tale?
   C.- Do you agree with the end of the story? Why?
UNIT 1

The fox and the geese

- On the first activity you can use flashcards for performing the activity it is recommended:
  
  (1) Stick the flashcards on the whiteboard and students can classify them in domestic and wild animals.
  (2) Label to the pictures.
  (3) Show them a flashcard and ask them to brainstorm ideas.

  These are some recommendations that you can follow and chose the best option for introducing the tale, besides, you can find at the end of the booklet a group of flashcards that you can use them.

- On the second activity it is recommended:
  
  (1) Read aloud.
  (2) Make groups for reading the tale.

- On the third activity, it is suggested a play about the fox and the geese it is recommended:
  
  (1) Make groups of 5 for performing the play.
  (2) Create masks of the characters.
  (3) Summarize the character’s dialogue.

- Finally answer the questions.
  
  (1) Ask student per student.
  (2) Make groups for answering the questions.
  (3) Make a debate.

  These are some recommendations that you can follow and chose for concluding the tale.
UNIT 2

1. - Extreme situations. What do you do if you:
   - Find a treasure.
   - Win the lottery.
   - Break a bone.
   - Lose a mother’s belongings.

2. – Read the tale.

The golden key

In the winter time, when deep snow lay on the ground, a poor boy was forced to go out on a sledge to fetch wood. When he had gathered it together, and packed it, he wished, as he was so frozen with cold, not to go home at once, but to light a fire and warm himself a little. So he scraped away the snow, and as he was thus clearing the ground, he found a tiny, gold key. Hereupon he thought that where the key was, the lock must be also, and dug in the ground and found an iron chest. If the key does but fit it! Thought he, no doubt there are precious things in that little box. He searched, but no keyhole was there. At last he discovered one, but so small that it was hardly visible. He tried it, and the key fitted it exactly. Then he turned it once round, and now we must wait until he has quite unlocked it and opened the lid, and then we shall learn what wonderful things were lying in that box.
3. - Can you find all the hidden words in this crossword?

The Golden Key

FIRE REFROZEN
XOBPKYOUNG
GGWKJSNOWU
SLATEGDFQZ
UOCCNJGT
NUKTOCKU
YAIHLQFRZ
ZXPSDEBUR
LBXLKEYPK
ZZNJHNHKR

FIRE
SLEDGED
SNOW

BOX
GOLDEN
YOUNG

KEY
FROZEN

4. - Draw a scene of the tale.

5. - What do you think that the young found out inside the box?
UNIT 2

2. The golden Key

- On the first activity it is suggested a game ‘Extreme Situations’ the point of this activity is to make difficult questions involving choosing a course of action in extreme situations. Usually these situations will involve feelings, prejudices, ethics, etc.

- On the second activity the reading. It is recommended:
  1. You can apply the activity ‘reader response’ where pick the most important word/line/image/object/event in the tale and explain why you chose it.
  2. Create a diorama of a particularly important scene.
  3. Create a dramatic monologue where you create a monologue for a character while they are out of the tale. Where are they? Why? What are they thinking?

- On the third activity is a crossword where students can find some words related to the golden key.

- On the fourth activity you have to draw a scene.

- On the fifth activity it is recommended:
  1. Write in a piece of paper the end of the story and interchange it with a classmate.
  2. Write to a friend, the author, or to a character about this tale. Write as if you were the character or author and write to yourself.
1. - Guess the story through the picture.

![Image of a family and scenes of the forest, including a young girl collecting wood, a grave, and a rose flower.]

2. - Read the tale

The Rose

Once there was a poor woman who had two children. The youngest one had to go into the forest every day to fetch wood. Once when he had gone a very long way to find wood, a child who was very little but very strong came to him and helped him gather the wood and carried it up to his house, but then in the wink of an eye he disappeared. The child told his mother about this, but she did not believe him. Finally the child brought a rose and said that the beautiful child had given it to him and that when the rose was in full blossom he would come again. The mother placed the rose into water. One morning the child did not get up; the mother went to his bed and found him lying there dead. On that same morning the rose came into full blossom.
3. - Cross with X only the verbs.

<table>
<thead>
<tr>
<th>BLOSSOM</th>
<th>MORNING</th>
<th>DISAPPEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN</td>
<td>ROSE</td>
<td>WINK</td>
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<tr>
<td>GO</td>
<td>BEAUTIFUL</td>
<td>CHILD</td>
</tr>
<tr>
<td>MOTHER</td>
<td>LAY</td>
<td>BELIEVE</td>
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<tr>
<td>ONCE</td>
<td>HOUSE</td>
<td>TELL</td>
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<tr>
<td>FIND</td>
<td>GET UP</td>
<td>STRONG</td>
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3. 4. - Using the verbs of the previous activity to retell the tale.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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5.- Explain your story in the class.
UNIT 3

THE ROSE

○ On the first activity it is suggested a guess activity:
  1. Work in a team the activity.
  2. Draw some scenes for guessing.

○ On the second activity the reading.
  1. Read in silent once.
  2. Ask the main idea of the tale.
  3. Read aloud.

○ On the third activity it suggested a square where the students have to cross with x only verbs:
  1. Play ‘crazy story’ this is an activity that will make your students speak in class and be creative. Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb. The teacher starts telling a story, then stops and chooses a student. That student will continue the story and must use his/her word. This student then chooses the next student to continue the story. The last student must end the story. After the story is over, the students then try to guess what words each student has written on his/her paper. The student who guesses the most words wins the game.

○ On the fourth activity it is suggested:
  1. Work in pairs the story.
  2. Make a poster and explain it.

○ On the fifth activity.
  1. Telling the story by flashcards.
  2. Using puppets for counting the story.
1. - Talk about the questions below.
   A. - Do you help people on the street?
   B. - If you win the lottery, will you donate to the charity your money?

2. - Read the tale below.

   **Our lady’s little glass**

   Once upon a time a wagoner’s cart which was heavily laden with wine had stuck so fast that in spite of all that he could do, he could not get it to move again. Then it chanced that Our Lady just happened to come by that way, and when She perceived the poor man’s distress, She said to him, “I am tired and thirsty, give Me a glass of wine, and I will set thy cart free for thee.” “Willingly,” answered the wagoner, “but I have no glass in which I can give Thee the wine.” Then Our Lady plucked a little white flower with red stripes, called field bindweed, which looks very like a glass, and gave it to the wagoner. He filled it with wine, and then Our Lady drank it, and in the self-same instant the cart was set free, and the wagoner could drive onwards. The little flower is still always called Our Lady’s Little Glass.

3. - Can you unscramble the tiles below to reveal the secret message?

   Write your solution here:
Our lady’s little glass

- On the first activity, it is suggested:
  1. Ask to 2 – 3 students the questions.
  2. Meditate with you students the answers.

- On the second activity, it is recommended:
  1. Read loud.
  2. Work in pairs the reading.

- On the third activity, it is suggested:
  1. Photocopy the page for doing the exercise.
  2. Work in a team for doing the exercise.