



Universidad de Guayaquil

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística

EDUCATIONAL PROJECT

Previo a la obtención del Título de Licenciado
en Lengua Inglesa y Lingüística

TOPIC:

BASIC VOCABULARY TO DEVELOP THE ACTIVE SPEAKING SKILL

PROPOSAL:

APPLY A WORKBOOK IN ORDER TO DEVELOP THE BASIC
VOCABULARY TO IMPROVE THE SPEAKING
SKILL OF THE STUDENT

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De mis consideraciones

El H. Consejo Directivo de la Facultad me designó consultor del Proyecto Titulado "BASIC VOCABULARY TO DEVELOP THE ACTIVE SPEAKING SKILL", cuya propuesta es: "Apply a workbook in order to develop the basic vocabulary to improve the speaking skill of the students", perteneciente a los egresados: GUALA LOZA TERESA MABEL Con C.I. 0928435619 Y MITE VILLO BETHSY ANDREA con C.I. 0926625377, como un aspecto legal previo a la obtención del título de Licenciadas en Lengua y Lingüística Inglesa. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,



MSc. Larry Torres V.

PROFESOR - ASESOR

DEDICATION

This achievement is directed to some important human beings in my life. To my Parents who were a paramount part in all that I am throughout my education such as academic as well as in life, for their unconditional support through all this time.

TERESA

DEDICATION

First I want to dedicate this project to my parents who love me and give the support all this years, to my husband and son that give me the courage to keeping me movin on and all my family that in one way or another help to continue my goals.

BETSY

THANKFULNESS

To my family who has always supported me, especially in the hard times I might have been through. to my co-workers for their unconditional friendship in good and bad moments of my life.

To MSc. Larry Torres , our counselor, for his solid knowledge, time and dedication along the whole process of elaboration of this project.

TERESA

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BETSY

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REPOSITORIO NACIONAL EN LENGUAS Y LENGÜÍSTICAS		
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AUTORES: MITE VILLAO BETSY ANDREA GUALA LOZA TERESA MABEL		REVISOR: MSc. Larry Torres
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PALABRAS CLAVE: LEARNING, STRATEGIES, LUDIC, COMMUNICATION		
<p>RESUMEN: Primary students should develop an early foundation in speaking in order to express their ideas effectively and efficiently. We believe that students who develop strong speaking skill at an early age acquire a valuable tool for learning, communication and self-expression. Such skills can be developed through effective speaking techniques practices that provide adequate time for students at the moment to talk.</p> <p>This Educational project is inspired in all the needs that the primary learners have at the time of expressing ideas our proposal shows a variety of activities to increase speaking skill for beginners to help them succeed in school and society.</p>		
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<p>RESUMEN: Los estudiantes de primaria deben desarrollar una base temprana al hablar para expresar sus ideas de manera efectiva y eficiente. Creemos que los estudiantes que desarrollan una fuerte habilidad para hablar a una edad temprana adquieren una herramienta valiosa para el aprendizaje, la comunicación y la autoexpresión. Dichas habilidades pueden desarrollarse a través de prácticas efectivas de técnicas de habla que brinden el tiempo adecuado para que los estudiantes puedan hablar en el momento.</p> <p>Este proyecto educativo se inspira en todas las necesidades que tienen los alumnos de primaria al momento de expresar ideas. Nuestra propuesta muestra una variedad de actividades para aumentar la habilidad de hablar para los principiantes y ayudarlos a tener éxito en la escuela y la sociedad.</p>		
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SISTEMA PRESENCIAL
ESCUELA DE LENGUAS Y LINGÜÍSTICA

ABSTRACT

After having made a shallow observation, we talked with the chairman, teachers, and students of this educative center about the problem and propose to give a solution through a project that can help within the problem which is to create a practical workbook to improve speaking skills to get all the students focus in the class so that, fortunately all the staff agreed with us.

Since English language is being taken into consideration nowadays, we find it necessary to pay attention to the necessity of the students to fulfill with the them in the correct way. It is important to understand first that Students want to learn English because they want to communicate with other people around the world in an effective way. They also want to be more interactive with native speakers in order to increase the academic

and professional opportunities as well as get a better job, and extend their social networks.

With the information given above, our concern lies at Manuel Gomez Abad public school where the students are lack of teaching materials, lack of interactive techniques, methodology, and resources to be applied in the class, with all of this, we are very sure that the students would strengthen the teaching process based on improving the pronunciation and also, getting new vocabulary to be applied in the next levels.

Booklet Ludic Games Oral Expresion



UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

SISTEMA PRESENCIAL

ESCUELA DE LENGUAS Y LINGÜÍSTICA

ABSTRACT

Después de hacer una observación superficial, hablamos con el presidente, los maestros y los estudiantes de este centro educativo sobre el problema y propusimos dar una solución a través de un proyecto que pueda ayudar dentro del problema, que es crear un libro de trabajo práctico para mejorar las habilidades para hablar. para que todos los estudiantes se concentren en la clase para que, afortunadamente, todo el personal esté de acuerdo con nosotros.

Dado que el idioma inglés se está teniendo en cuenta hoy en día, consideramos necesario prestar atención a la necesidad de los estudiantes de cumplir con ellos de la manera correcta. Es importante entender primero que los estudiantes quieren aprender inglés porque quieren comunicarse con otras personas en todo el mundo de manera efectiva. También quieren ser más interactivos con hablantes nativos para aumentar el rendimiento académico.

y oportunidades profesionales, así como conseguir un mejor trabajo y ampliar sus redes sociales.

Con la información dada anteriormente, nuestra preocupación radica en la escuela pública Manuel Gómez Abad, donde los estudiantes carecen de materiales didácticos, falta de técnicas interactivas, metodología y recursos para aplicar en la clase, con todo esto, estamos muy seguros de que los estudiantes fortalecerían el proceso de enseñanza basado en mejorar la pronunciación y también, obtener un nuevo vocabulario para aplicar en los siguientes niveles.

Booklet

Ludic Games

Oral Expresion

INTRODUCTION

Speaking is a fundamental part of engaging in social, community and professional activities. Because speaking is a valuable tool for communication, learning and self-expression, people who do not have adequate speaking skill may be at a disadvantage in opportunities for education and employment.

Primary students should develop an early foundation in speaking in order to express their ideas effectively and efficiently. We believe that students who develop strong speaking skill at an early age acquire a valuable tool for learning, communication and self-expression. Such skills can be developed through effective speaking techniques practices that provide adequate time for students at the moment to talk.

This Educational project is inspired in all the needs that the primary learners have at the time of expressing ideas our proposal shows a variety of activities to increase speaking skill for beginners to help them succeed in school and society.

By the way, teaching speaking process, teaching fundamental speaking skills with effective techniques and developing a supportive speaking environment. All of these practices are aimed at achieving a single goal which is enabling students to use speaking flexibly and effectively to help them learn and communicate thoughts and opinions, because, nowadays our students learn by doing. Indeed, to become effective speakers students need daily opportunities to learn and practice speaking skills, techniques and strategies; especially to project them to future generations.

CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

LOCATION OF THE PROBLEM IN CONTEXT

The problem takes place at “Manuel Gomez Abad Public School with the students of seventh year of basic education located in the center of Duran, 20 minutes driving from Guayaquil city in Ecuador, where we could notice that students are not encouraged to develop the pronunciation skills, they are not being introduced in the speaking competence, for what we decided to elaborate a practical workbook to encourage the basic pronunciation.

After having made a shallow observation, we talked with the chairman, teachers, and students of this educative center about the problem and propose to give a solution through a project that can help within the problem which is to create a practical workbook to improve speaking skills to get all the students focus in the class so that, fortunately all the staff agreed with us.

CONFLICT SITUATION

Since English language is being taken into consideration nowadays, we find it necessary to pay attention to the necessity of the students to fulfill with the them in the correct way. It is important to understand first that Students want to learn English because they want to communicate with other people around the world in an effective way. They also want to be more interactive with native speakers in order to increase the academic

and professional opportunities as well as get a better job, and extend their social networks.

With the information given above, our concern lies at Manuel Gomez Abad public school where the students are lack of teaching materials, lack of interactive techniques, methodology, and resources to be applied in the class, with all of this, we are very sure that the students would strengthen the teaching process based on improving the pronunciation and also, getting new vocabulary to be applied in the next levels.

CAUSES AND CONSEQUENCES

Causes

- Lack of an English laboratory
- There is no resources for presenting the subject
- Lack of techniques to reinforce the skills
- Teachers are not trained with the new trends.

Consequences

- Students do not practice English pronunciation
- The classes are not interactive
- Students do not know how to pronounce correctly
- Students are not familiar with new teaching process.

DELIMITATION OF THE PROBLEM

Field: Educative, Elementary School

Area: Foreign Language; English

Aspect: Formative at school Institution

Topic: Basic Vocabulary to Improve the Active Speaking Skills.

Proposal: Design and Apply a workbook with Effective Speaking exercises.

FORMULATION OF THE PROBLEM

What is the impact when applying a Basic Vocabulary with effective speaking Exercises through a workbook to improve the speaking skill of the students of the 7th grade of basic education at Manuel Gomez Abad School?

VARIABLES

INDEPENDENT

- Application of Basic Vocabulary

DEPENDENT

- Improvement of the speaking skill

EVALUATION OF THE PROBLEM

In order to make this work be reliable, we have organized the problem with the following characteristics:

Original:

This project is original because it has never been applied in this Educative Center, besides; the information obtained has been taken from books and information on line, with the corresponding comments for its better comprehension.

Evident:

It is evident because students show lack of a good pronunciation and vocabulary and it is a problem visible to any observation.

Clear:

It is clear because it is focused on a specific problem and is not apart from reality in this institution.

Concrete:

It is concrete because it follows a context of the problem from the beginning the end and it is not distant from the real situation.

Feasible:

It is feasible because we have the acceptance of authorities, teachers of the institution who have given us the facilities to give solution to this problem.

OBJECTIVES

General

- To apply a workbook in order to develop the basic vocabulary to improve the speaking skill of the students.

SPECIFICS

- To create a dynamic workbook to motivate the students
- To choose the correct resources to work with the students
- To evaluate the methods that we use in the teaching-learning process
- To make the students improve their grades.

QUESTIONS OF INVESTIGATION

- ✓ Would different exercises be interesting to the 7th year students?
- ✓ Could new vocabulary be easier for students to talk?
- ✓ What are the causes of the problem?
- ✓ Which methodology are we going to apply?
- ✓ What does the proposal consist of?

- ✓ Which resources are going to be applied in the proposal?
- ✓ To whom is this proposal going to be applied.

Justification

Nowadays, the teaching of English is very important at school of primary level, so it is important to get the appropriate material to accomplish the educational purposes. The globalization of markets and communication around the world, force us to run a good Educational system to form worldwide citizens that can feel enthusiastic of getting universal knowledge.

We chose this topic because it is very essential that students can learn the English Language correctly to have a good pronunciation, this work is designed for the benefit of the students because through this all, they will be able to participate and improve their speaking skills. We are sure that it could be easier learning English and demonstrate the abilities with the direct participation; the learners will acquire an effective knowledge that will help them in the development of this foreign language.

The students of Seventh basic grade cannot practice the pronunciation of the English lessons because they do not have resources to work in class. In fact, we believe that the school will be benefited with our project, because all the students of 7th basic year will feel highly motivated and willing to make progress in the English subject.

It is important to highlight that there exists a little careless for Public Schools to obtain didactic materials for a good teaching process, since the lack of financial support or the non-existence educational policies related to the teaching of English for that reason, we are very sure the importance of our project as a

good chance to improve the work conditions of teachers and students, as well as the results of teaching learning.

It is expected with the use of this project, the students can find the best way to encourage English adequately.

Last but not the least, teachers will feel attracted within the use of this manual with dynamic activities to improve the language skills of students; within this, they will be able to explore their capacity of teaching.

CHAPTER II

THE THEORETICAL FRAME

THEORETICAL FOUNDATION

Hurtado, J. (2008) states “The theoretical foundation is the organized and systematic development of ideas, concepts, background, and theories that allow us to support the investigation and understand the approach of the investigator.

A literature search is “a systematic search of all types of published literature in order to identify as many items as possible that are relevant to a particular topic” (Gash, 2000, p.1).

If you are writing a dissertation or a thesis, then you should expect to review between a 1,000 to 2,000 articles. In the product, you may only include 15 to 20 % of what you review.

The product is the written document that is a coherent argument that leads to a proposed study written from your perspective. It is a written synthesis of the literature arranged around themes from your critical perspective. One of the most informative definitions of a literature review I have found is one that Ridley (2008) stated.

According to Maxwell (2005), “the point is not to summarize what has already been done in the field. Instead, it is to ground your proposed study in the relevant previous work, and to give the reader a clear sense of your theoretical approach to the phenomena that you propose to study” (p. 123)

Maxwell (2005) says that your conceptual or theoretical framework should serve two purposes:

1. Shows how your research fits into what is already known (relationship to existing theory and research).
2. Shows how your research makes a contribution on the topic to the field (its Intellectual goals)

Antecedents

Because of no work has been realized in this institution and scarcely the problem has been taken into account, we are considering the efficacy and the transperence of fostering this work and find it original in all its aspects. Besides, many works have been found in the library of the school of languages with similar topics, being aware and conscious of it. It is important to mention that our proposal is different for what we stand clearly its originality.

Independent Variable

BASIC VOCABULARY

Definition

The term vocabulary has a range of definitions. According to the (Merriam-Webster, 2013) online dictionary, Vocabulary refers to all the words contained in a language, these words are known and used by a person or group of people in any field of knowledge, that is to say vocabulary refers to the knowledge of words.

However, vocabulary is much more than single words; studies on lexical field have demonstrate that vocabulary also refers to “all the words in a language, the entire vocabulary of language” (Barcroft, Sunderman & Schmitt cited in Lessard-Clouston 2013, pp. 1-2)

Folse (2008) mentions that when we talk about vocabulary, we usually mean words, but we have to know that words are not single units such as “dog”, “house” or “picture” because this kind of words are simply part of the vocabulary. He points out that a word can be of five types: a single word, a set phrase, a variable phrase, a phrasal verb or an idiom.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of texts containing those words.
3. Instruction in independent word-learning strategies, and
4. Word consciousness and word-play activities to motivate and enhance learning

Merriam-Webster, 2013) online dictionary, says that vocabulary is not a simple word involves a meaning, pronunciation, structure etc. (Barcroft, Sunderman & Schmitt cited "all the words in a language, the entire vocabulary of language" it refers about vocabulary is much more than words when we talk, speak in communication.

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Reference Diamond, L. & Gutlohn, L. (2006). Vocabulary Handbook

Incidental vocabulary learning

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

Importance

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that: While without grammar very little can be conveyed,

without vocabulary nothing can be conveyed, (pp. 111-1129), On the other hand, for Lewis (1993), Lexis is the core or heart of language (p.89).

Aspect	Component	Receptive Knowledge	Productive knowledge
Form	Spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?

Use	Grammatical functions collocations constraints on use (register, frequency . . .)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?
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Schmitt(2010) quoted, that learner carry around dictionaries and not grammar books,(p.4) Voltaire purportedly said, “ Language is very difficult to put into works.

Wilkins cited grammar is important in vocabulary because without grammar very little can be conveyed, without vocabulary nothing can be conveyed. When we learned vocabulary spontaneous when we reading and we listen a new word in a text in the book then we are familiarized with the meaning and pronunciation and vocabulary is basic to learn vocabulary.

What is involved in knowing a word?

This means the structure of a word are in 3 parts: form, meaning and use are very important in the moment when we speak, read and writing. Vocabulary refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication.

Research is abundant in the area of vocabulary learning strategies (Schmitt, 1997; Stoffer, 1995; Ahmed, 1989; Fan, 2003; Gu, 2003; Gu and Johnson, 1996; Lawson and Hogben, 1996; Kojic-Sabo and Lightbown, 1999; Sanaoui, 1995; Kudo, 1999).

For O'Malley et.al. (1985, p.22): "Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behaviour". According to Schmitt (1997), a vocabulary learning strategy is any strategy that results in the learning of vocabulary.

Schmitt said about the learning strategy is any strategy if results in the learning of a basic vocabulary.

Vocabulary is important because contributes to the communication. Lessard-Clouston (2013, p.2) citing Wilkins wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

This means the people can easily realize the necessity to learn at least basic vocabulary, greetings, familiarization are the most relevant when communicating because is the base in a good comprehension in a conversation.

National Reading Panel, 2000 cited in Diamond and Gutlohn (2007, p.10) assures that the most important contribution of vocabulary acquisition in the

second language learning is the improvement of the reading and comprehending a text. Readers have difficulties in understanding text when they do not know the meaning of the words. According to Nagy, cited in Diamond and Gutlohn (2007, p.10)

It is impossible to comprehend a text when there is no understanding of the definition of the words. This shows that there is a strong relationship between vocabulary acquisition and reading comprehension. Diamond and Gutlohn (2007, p.10) citing Biemiller state that the presence of word recognition (decoding) and vocabulary knowledge does not guarantee to have a high level of reading comprehension, but the absence of them makes sure a low level of reading comprehension.

Vocabulary or basic one involves a good reading comprehension, read and not have difficulties in understanding text when we do not know the meaning of the words says Nagy.

Biemiller (2003), cited in Diamond and Gutlohn (2007, p.9) also remarks that children which have no an adequate level of vocabulary would have to learn words much faster than those who have a high level of vocabulary, at a rate of three to four root words daily, if they want to catch up to whom have an advanced level.

CHARACTERISTICS

There are many factors influencing children's maturity such as culture, environment, sex (Philips 1993: 5) and experiences. According to Piaget, children are situated in a concrete operational stage (Mounoud 2001: 62). This means that they can understand concrete aspects and topics rather than abstract ones (Williams and Burden 1999: 31). Consequently, they can easily

understand the meaning of new words whose referents are concrete, such as table, tree and dog. In this way, it is also useful to introduce words whose meaning can be deduced with an action, body language, flashcards, photographs, drawings and other objects. This happens because they can easily join the meaning to the thing or action it represents. Therefore, words whose meaning is abstract, such as love, justice or hope, have no concrete referents and this makes children's understanding of the word difficult.

When children are learning new word which forms to learn the words thought the relationship between the meaning and the description which have to be specific in the correct learning.

Vocabulary Selection

Vocabulary selection is related to the materials in used to enrich and develop students' vocabulary. According to Read (2000:148) "Vocabulary size test is merely samples of items representing their perspective frequency level, not words that are of interest in their own right." It means that to select the vocabulary that will be tested, the test taker must consider to the criteria of vocabulary selection. Karwuur (2005:10) notes that the selection of vocabulary should be based on the learners' needs and the consideration of whether it is useful to them or not. Not to be different from them, Richards (200 1:7) said that there are two major criteria that should be considered by the teacher in selecting and organizing vocabulary from the classroom, they are; frequency and range of words.

Vocabulary selection is also related to direct and indirect vocabulary learning. In direct vocabulary learning, the students do exercises and activity that focus their attention on vocabulary. Word-building exercises, guessing word from

context, learning word in lists, and vocabulary games are included in direct vocabulary learning. In indirect vocabulary learning

the students' attention is focused in some other feature such as message that is conveyed by a speaker or writer. As cited in Nation (1999:2), Krashen (1981 a) said that those are the input theory of language learning. Nation (1999:3) also states that there are four ways in selecting vocabulary. They are as follows:

1. Material is prepared with vocabulary learning as a consideration. In this case the selection and grading of vocabulary has been given a lot of attention before the course begins.
2. Words are dealt with as they happen to occur. It means that if an unknown word appears in the reading passage, the teacher gives some attention to it at the moment it causes a problem.
3. Vocabulary is taught in connection with other language activities. In other words, it should be concerned with real life.
4. Time is spent either in class or out of school.

From all the ways above it can be said that selecting words is not an easy thing to do because there are not only some aspects determining the vocabulary selection but also the curriculum guidance on English subject covering the words should be taught and which should be left out.

Having good enough vocabulary influences the students in some ways: they understand what they read, what they hear, what they want to say, and write. Because vocabulary is an important component in language learning, it is used

in all language skills whether in reading, listening, speaking, or writing. It cannot be separated each other.

This means about the importance to choose the correct resources materials in the vocabulary selection according the students, vocabulary selection is about vocabulary learning thought activities focus the attention on basic vocabulary.

Vocabulary includes a large number of words; teachers have the task to decide what words are the best for the students learning. Beck et al. (2002), cited in (Pikulski and Templeton, 2004:p.5) suggests a system of tiers (levels of vocabulary) in which words are classified according to the level of utility. These tiers contribute in deciding what words are important to teach to learners.

Tier I: In this group are included basic words which are frequently used in everyday life. For example: house, girl, dog, umbrella, school, etc.

For children these kinds of words are easy to learn, so they do not need to be taught in school.

Tier II: They are words which require instruction because they are not used frequently in conversations and they are considered like the vocabulary of well-teach people. These words are necessary for success in school. For example: perspective, generate, initiate, intermediate, calculation, etc.

Before teaching the words that belong to this group, teacher should make these questions: Is it a word whose meaning students are not likely to know?, Is it a word that is generally used?, Can the meaning of the word be explained in everyday language?, Is it necessary for comprehension? (Diamond & Gutlohn, 2006, p.18)

Tier III: In this group are included the words which rarely appear in common conversations. They are specialized words which belong to different academic

fields and they need to be taught when they are being used in a particular subject. For example: digraph, diphthong, schwa, miscomprehension, etc.

Before teaching these words, teacher should make these questions: Is it a word whose meaning students are unlikely to know?, Is it a specialized word that does not appear frequently in written or oral language? Is the word specific to a particular content area or subject matter? (Diamond & Gutlohn, 2006, p.18)

This means the teacher has to choose the correct tier of words in the lessons because have 3 levels of words in the process of learning English.

TYPES OF VOCABULARY

Diamond and Gutlohn (2007) mention that there are various types or forms of vocabulary: oral and print vocabulary. Oral vocabulary refers to the words that students know the meaning when others speak or read aloud or when they speak to others. Print vocabulary has reference to the words which students know the meaning when they read or write silently. Print vocabulary increases when students become more literate (Kamil and Hiebert cited in Diamond et al. 2007, p.4).

Various types of vocabulary form the process of learning vocabulary oral and print vocabulary.

Vocabulary can also be divided according to whether it is receptive or productive. Receptive vocabulary refers to the words to which students assign some meaning when listening or reading. Productive vocabulary involves the words that students use frequently. Receptive vocabulary is generally larger than productive vocabulary because people usually recognize more words than they regularly use.

According to Montgomery (2007) there are four types of vocabulary: listening, speaking, reading and writing. Listening and speaking constitute a spoken vocabulary while reading and writing constitute a written vocabulary. Listening and speaking vocabulary skill are developed since childhood before starting to learn reading and writing vocabulary. Each type of vocabulary has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening vocabulary

It involves the words we hear and understand. Listening is a process that starts from pregnancy. Researchers have demonstrated that fetuses detect sounds as early as 16 weeks; the babies listen while they are sleeping and when we reach adulthood we can recognize and understand around 50,000 words (Stahl, 1999; Tompkins, 2005 cited in Montgomery 2007).

Speaking vocabulary

It refers to the words we use when speaking. Our speaking vocabulary is relatively limited because most of adults use a mere 5,000 to 10,000 words for all the conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading vocabulary

It concerns to the words we understand when reading a text. We can read and understand many words that we do not use in our speaking vocabulary. Reading vocabulary is the second largest vocabulary if you are a reader, but if you are not a reader, you cannot “increase” your vocabulary.

Writing vocabulary

As well as to express ourselves orally we use gestures and appropriate intonation, when we want to express ourselves in writing; we use the appropriate words to convey our ideas.

CONCLUSION

The use of proper vocabulary according to the age is what most teacher do not care about, when following a book, they are led to follow rules and not according to the necessities of the students, that is to be analytic in order to give the student a real teaching of what they are dealing with, or would like to deal with.

Teaching vocabulary not only refers to take in mind new words, in here, the teacher should be very exquisite, since when teaching vocabulary, the topic should be analyzed very carefully in order to cover technical, scientific and even syntax especially when dealing with adjectives, adverbs and the past of verbs that are also vocabulary. With this, we can foster students to learn vocabulary in a contextual way for enhancing the reading comprehension skill.

Dependent Variable

THE SPEAKING SKILL

Definition

According to Grognet A.G (136:1997) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. We as teachers, need to be very

compromised to prepare the students very well so they can speak in English in the real world outside the classroom. Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned.

It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiently. If students want to succeed with any language, practice is what they need. To speak or not to speak, that is the difference if a student wants to get fluency in the communication when we speaks.

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

It means that speaking is not a simple act of speak it involves more, involves components of grammar, vocabulary, pronunciation and fluency

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language

teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

This means the needed of have an extensive vocabulary when we speaks know the meaning the correct use in the sentences; know grammar the correct use of vocabulary in a sentence. Is necessary having a sufficient vocabulary

when we interact with others also is important having a good pronunciation of every word producing a clear speech having an excellent fluency.

Characteristics of Successful Speaking Activities

(Brown, 2001: 270).says, spoken language is easy to perform, but in some cases it is difficult, In order that they can carry out the successful

speaking, they must have some characteristics of successful speaking activity such as:

- Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

The process of learning involves the student and teacher.

Instructions to teach speaking

There are some instructions to teach speaking consist of :

- Pair students up when doing a speaking activity. This often makes students feel more comfortable and not too self-conscious of their language abilities.

- Give a time limit with most speaking activities. Ten minutes is the maximum for most activities. Gradually, aim for activities that involve more of a dialogue and interaction based on authentic topics.
- Start with a very small activity and then work your way up. Brainstorming is a good activity for all levels because each student can participate at the level s/he feels comfortable with. Wherever possible use lots of pictures especially for lower level performing students or very young students.

IMPORTANCE

In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistakes while trying to communicate in English. Students might have so many ideas to convey but such lack has made them to utter or say what they are supposed to say.

Speaking is one of the English skills that is taught in elementary school. Speaking is one of the language skills that has to be mastered by students in learning foreign language. Learning the language is learning how to speak language. According to Nunan, "Success is measured in terms of the ability to carry out a conversation in the target language".

This means about the importance of vocabulary learning speaking because if we do not know the correct pronunciation and the correct meaning of a word we can't not speak anything.

Speaking is fundamental to human communication. In our daily lives, most of us speak more than write. According to Paul, "the students can listen to English at home, read English at home, and even write English at home. But, most of

them have few opportunities to speak English at home". (2003:76). So that, speaking skill should be taught and practiced in the language classroom.

Dealing with speaking practice, Paul also says: the students need to speak, speak, and speak". (2003:78). To make the students learn to speak English, each of the students must have many opportunities to speak during the lesson. They need practice, practice, and practice. To be able to speak fluently in foreign language requires a lot of practice.

The importance of practice speaking is put forward by Stern, H who mentioned that, "In language teaching, we must practice and practice, again and again, just watch a small child learning his mother tongue, he repeats over stage, he practices all the time", (1970:57-58). Practice and always practice will enable growing speaking ability.

Speaking is important to learn in the language classroom. According to Dixon in Petty et.al, "learning to read and write should not be made a sudden transition. These activities should be preceded, accompanied and followed by talk". (1918:299). But many students think that spoken English language is the most difficult to learn. The students have difficulties in expressing their ideas in English. The teachers have to motivate the students in learning English especially in speaking skill. According to Forest, "you talk, write and draw pictures your smile, not frown, shrink and more your hands those are all ways in which you can communicate or send message to other people". (1989:4)

When the students enter English language classroom, they should enter a .81world of English. It should not be a world where they do the required practiced in English, but carry out genuine communication among themselves or with us. The teacher wants the students to speak English. The students may easily lapse into speak English, if the activities are not clear or too difficult. So,

the teacher needs to make sure that activities are clear, not too difficult, and fun.

In our daily activities speaking is fundamental to being human to communication with others we can express our feeling, emotions.

Method of Speaking

Some methods used in teaching speaking are:

Audio lingual method

In audio lingual method, teacher must create the students to be able use the target language by using habit formation models of learning.

In a typical audio lingual lesson, the following procedures would be observed:

1. Students first hear a model (either read by teacher or on tape) containing the key structures that are focused of the lesson. They are repeating each line of the dialogue individually and in chorus.
2. The dialogue is adapted to the student's interest or the situation, through changing certain key words. This is acted out by the students.
3. Certain key structures from the dialogue are selected use as the basic for pattern drills of different kinds.
4. The students may refer to their text book, and follow-up reading, writing or vocabulary activities based on the dialogue may be introduced.
5. Follow-up activities may take place in the dialogue laboratory where further dialogue and drill work is carried out.

Communicative language teaching

Communicative approach is an approach used in language teaching that aims is to make the students have communicative competence, as stated by Brown, “the communicative approach in language teaching starts from a theory of language communication. The goal of language teaching is communicative competence”. (1987:69)

Some of the characteristics of this communicative view of language are as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects it's functional and uses.
4. The primary units of language are not merely in grammatical and structural features, but categories of functional and communicative meaning.

Benefits of Speaking a Foreign Language

Monica Haydee Di Santi quotes that Globalization has put an urge on the learning of English at every level of society. In the past only the elite had access to foreign languages because travel and communication were not widely spread.

Today, you can easily be in contact with somebody who lives on the other side of the world and speaks a different language but, if both of you speaks English, communication is successful and so is your business.

According to Newsweek, in 2007, non-native English-speakers outnumbered native ones 3 to 1. This has been changing the way we communicate. This new social trend reflects that English is a necessary tool, no matter what you do. If

you still don't speak English, your education is not complete, your job opportunities are limited and your salary will be lower.

Surprising Benefits

"The limits of my language mean the limits of my world. Ludwig Wittgenstein. When you are monolingual you live in a castle surrounded by tall walls and can't see anything beyond. Your world is limited to a single and narrow view.

A foreign language helps you reshape the knowledge you have acquired in your culture, creates new awareness, transfer your training and deepens your literacy.

"We have strong evidence today that studying a foreign language has a ripple effect, helping to improve student performance in other subjects." - Richard Riley, U.S. Secretary of Education under Bill Clinton. This shows that learning a foreign language helps you develop analytical capacities, reaching higher levels of performance in Math and programming languages for computers.

Krashen and Mc Field, 2005 in "Language Learners" explains that scientific studies show bilingual people do better in reading comprehension in English than monolingual native speakers of English.

The foreign language gives you access to original texts and movie sounds, without having to depend on translation.

You turn into a more polished person, and your understanding of human nature will grow. You'll discover that people, who are apparently quite different from you, suffer and enjoy the same basic human feelings and experiences.

You acquire a different vision of your own culture as you become aware of cultural differences and learnt to see your own culture through the eyes of a foreigner.

You can also represent your country or company abroad or be an excellent host at home, developing friendly international relations and fostering business.

You'll enjoy visiting distant countries, meeting their people, enjoying their food and making new friends.

After all these considerations, there's no doubt that learning a foreign language will help you grow as a person, and increase your opportunities in many areas of your life.

Nowadays learn other language is important if we want to get a better job and more opportunities to succeed in our activities like work.

Classroom Techniques and Activities

There are many techniques and activities the teachers can choose for their young learners. The choice should be based on the aims of the program coupled with the learners' stage of development. Brown (2001) stated 7 principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

Audio-lingual Method (ALM)

This method is based on the notion that one can learn language by developing habits based on the patterns of language (Celce- Murcia, 2001 in Linse, 2005). There are two important features of ALM which can easily be adapted for the young learner classroom: drill with choral response and dialogues. According to Prator and Celce Murcia (1979) in Brown (2001), the characteristics of the ALM may be summed up in the following list:

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over-learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills
5. There is little or no grammatical explanation.
6. Vocabulary is strictly limited and learned in context.
7. Great importance is attached to pronunciation
8. Very little use of the mother tongue by teachers is permitted.
9. Successful responses are immediately reinforced.

There is a great effort to get students to produce error-free utterances.

Communicative Language Teaching (CLT)

It is an approach from spirited 1970s and a philosophical orientation that connects classroom-based language learning with the language that learners

need in order to communicate outside the classroom (Nunan, 2003). The primary goal of this language teaching is enabling students to use the language to communicate.

Communication involves using language functions as well as grammar structures, so it is necessary to connect classroom learning to the real life child focused situations where children use language. CLT with children is slightly different than CLT with adults in part because children often enjoy playing the role of an adult or grown-up. In CLT, the focus is on getting the message across and helping children acquire fluency. In some cases, the language will need to be adjusted to meet the language level of the young learners. In other cases, the communicative task will require language that the children have not yet learned.

Other Techniques and Activities

There are many other techniques and activities that teachers can use for their speaking classroom. We live in, what Professor Kumara vadivelu describes as, post method era, where there is no such a thing as the best method. It is the teachers' decision to determine which kind of method that suits their students most. The teachers can take a little bit of ALM and combine it with a little bit of CLT and create a new method, such as describe below.

A. Games

Play is a purposeful activity and games are a part of playing. Games are a very appropriate teaching technique in the young learner classroom. There are many kinds of games the teachers can create. The examples are Memory games, This and That, Role play, Guess games, etc.

B. Talking and Writing Box

Teachers can experiment with this kind of method. They can put the pictures or topics in the box and the students can choose one that is interesting to them, or teachers can do it like the example below:

The teachers can show a funny picture, the funnier the better, and give students some multiple choices relating to the language focus and also give them choice to give their own opinion.

What do you think the boy is doing?

- a. He is singing
- b. He is dancing
- c. He is crying
- d. What is your suggestion?



C. Tongue Twisters

This method can be used to teach pronunciation in a fun way. Children may have trouble pronouncing certain English language sounds. For example, children who speak some Asian language may have difficulty pronouncing the English language /r/ and /l/ because of the way that they occur or their absences in their native languages. Sometimes, the difficulty also occurs because children often do not know how to form their lips and mouth in such a way as to correctly articulate the sounds. Children adore tongue twisters because they perceive saying the sounds as a game or challenge. Tongue twisters generally have the same phoneme repeated over and over again, which is quite hard. An example of tongue twister is:

"If Peter Piper picked pecked of pickled peppers, where's the peck of pickled peppers that Peter Piper picked."

"Sally sells seashells at the seashore"

D. Error Correction

Teachers of young learners must spend time correcting not only behavior but also errors. But if teachers correct every single error that children make, it would be utterly exhausted. It is not necessary for teachers to respond to all errors but it is better to decide which kind of error that is important to be focused on. Teachers also need to consider the way they respond to errors because embarrassment and shame are two of the things that can be potentially damaging to young learners.

What does she do at 6 ?

- A) She do her math homework at 6.00*
- B) She does her math homework at 6.00*
- C) Yes, she does her math homework at 6.00*

Managing Speaking Activities

Managing learning activities is, sometimes, problematic. According to Ellis (1997) in Linse (2005), when looking at language teaching, it is important to consider the technical knowledge of how people learn language with the practical, implicit, and intuitive knowledge that is gained through actual experience. So, it is important to understand the basic theory, but it is more important to do it and have a bunch of experiences. It is crucial for teachers to have well planned lessons in order to maintain a certain level of control in your classroom.

During the speaking activities, the noise level alone can quickly escalate and disturb other classes. It is not effective, even contra productive, for teachers to shout, "ALL RIGHT EVERYONE, BE QUIET!", when they themselves are contributing to the noise level. Instead, teachers need to find their unique way to develop a visual cue to get children to be quiet and listen for the teachers' instructions.

This means teacher has to be careful in the moment when choose the method of teaching and review the exercises in classes.

CONTEXTUAL FRAME

Our project will be carried out at "Manuel Gomez Abad Public School with the students of seventh year of basic education located in the center of Duran, 20 minutes drive from Guayaquil city in Ecuador. This institution is led by a principle who has supplied the information for the development of this research. The school is located in the center of Duran, 20 minutes drive from Guayaquil city in Ecuador

The educational center is made of cement, has 14 classrooms, 1 computer laboratory one Auditorium, 2 Buses, 3 Bars, a large playground, 1 football courts, 1Basketball court.

This institution is lead by a Vice-Principle too, assisted by the main inspector and the teacher staff. There are 12 teachers, and there are 450 students, both boys and girls. It has two sections, morning and afternoon. The schedule morning is from 7:00 am to 12:40 pm and the afternoon is from 12:40 pm to 18:00 pm.

The Institution is surrounded by the trade area, near the market and a church that links the city with the school.

Commercial activities are the sources of work of the city. Most of students live in the city; they travel to school by bus or walk and others live in nearby towns that travel by public bus.

LEGAL FRAMEWORK IN EDUCATION

According to Ley Orgánica de Educación Intercultural (LOEI) y Reglamento General of the Republic of Ecuador, we will find the following principles:

Art 2. Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

z) Interculturalidad y plurinacionalidad.-

La interculturalidad y plurinacionalidad garantizan a los actores del Sistema el conocimiento, el reconocimiento, el respeto, la valoración, la recreación de las diferentes nacionalidades, culturas y pueblos que conforman el Ecuador y el mundo; así como sus saberes ancestrales, propugnando la unidad en la diversidad, propiciando el diálogo intercultural e intracultural, y propendiendo a la valoración de las formas y usos de las diferentes culturas que sean consonantes con los derechos humanos.

Translation

Art 2. Principles.- The educational activity is developed based on the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in education.

z) Intercultural and plurinational - Interculturalism and plurinationality ensure the actors of the System knowledge, recognition, respect, appreciation, recreation of different nationalities, cultures and people that form the Ecuador and the world; well as their ancestral knowledge, advocating unity in diversity, fostering intercultural and intracultural dialogue, and tending to the assessment of the methods and uses of different cultures that are related with human rights.

Educations is for all kind of people, class, race and economic level. Ecuador is a country in which everybody can be a degree and to be succesfull.

Art. 3.- Fines de la educación.- Son fines de la educación:

d) El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre;”

Translation

Art.3 - Aims of education. -Education purposes are:

d) The development of skills of analysis and critical awareness so that people are inserted into the world as active individuals with transforming vocation and build a just, equitable and free society

This means every Ecuadorian citizen has the obligation of give us the

Art. 6.- Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley.

El Estado tiene las siguientes obligaciones adicionales:

e) Asegurar el mejoramiento continuo de la calidad de la educación;

j) Garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales;

Art 7. Derechos.- Las y los estudiantes tienen los siguientes derechos:

a) Ser actores fundamentales en el proceso educativo;

Translation

Art. 6. Obligations.- The main obligation of the state is the plenary, permanent and progressive fulfillment of rights and constitutional guarantees in education, and the principles and objectives set in this Law

The State has the following additional obligations:

e) To ensure continuous improvement of the quality of education;

j) To guarantee digital literacy and the use of information and communication technologies in the educational process, and promote the connection between education and productive or social activities;

Art 7. Rights - The students have the following rights:

a) Being fundamental actors in the educational process;

This means that the State has an obligation with us as the same way we have rights.

Art 11. Obligaciones.- Las y los docentes tienen las siguientes obligaciones:

b) Ser actores fundamentales en una educación pertinente, de calidad y calidez con las y los estudiantes a su cargo;

- d) Elaborar su planificación académica y presentarla oportunamente a las autoridades de la institución educativa y a sus estudiantes;
- i) Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas;
- k) Procurar una formación académica continua y permanente a lo largo de su vida, aprovechando las oportunidades de desarrollo profesional existentes;(2011, p.49,54,56,59,63,64)

Translation

Art 11. Duties- Teachers have the following duties:

- b) Being fundamental actors in relevant, quality and warmth education with the students they are in charge of;
- d) Develop academic planning and timely submission to the authorities of the school and their students;
- i) Provide support and monitor the teaching and the students to overcome the lag and difficulties in learning and competence development, abilities and skills;
- k) Ensure continuous and ongoing academic training throughout their lives, according to existing professional development opportunities;

It means that teachers have the obligation of provide support of the students they have the obligation of develop academic planning.

CHAPTER III

THE METHODOLOGY

SCIENTIFIC METHOD

For Carey (2011):“(...) the scientific method is a simple, three-step process. Begin by carefully observing some part of nature. If something emerges that is not well understood, speculate about its explanation and then find some way to test those speculations.”(p.3) The scientific method is the way teachers expect to acquire a trustworthy data of the most frequent problems observed in an educative institution.

For us it has been necessary to value, explain or gainsay the exposed hypothesis by going after a procedure.

To do observations of English classes, were the main paces, by observing the different aspects such as students' behavior, teacher's attitude, the development of tasks and even the environment, were put into account to get noticed whether the problems for the students to learn English as a second language is relevant.

At the beginning, students seemed to have no idea of a good vocabulary learning exercise and it was clearly detected because of the absence of highlighting this kind of exercises. This public School does not count on the essential resources to develop a good English teaching-learning process, so speculations and hypothesis emerge from this evidence but with no consistency.

Surveys and interviews to the students' willingness and also teacher's and chairman's opinion about learning English were done to enhance this project, in order to find a new learning tool that could make it easier or improve the

learning of the students of seventh year at "Manuel Gomez Abad Public School.

TYPES OF RESEARCH

Field Research

A field in an educative project is a settle under investigation. It is needed to enter in it, but most of the time this could be a critical step in the observation project. (Check &Schutt, 2012).

Investigation is needed to develop an educative project, it is hard but is necessary in this process of developing the project.

Rossman ,Rallis&Bogdewic(as quoted in Check &Schutt, 2012) mention that:

With participant observation, researcher must also learn in advance how participants dress and what their typical activities are, so as to avoid being caught completely unprepared. Finding a participant who can make introductions is often critical and formal permission may be needed in an organizational setting.(Rossman et al., 1998-1999)

Bibliographic Research

The bibliographic research refers to the information pertaining to the history, physical description, comparison, and classification of books and other works.

It appears at the end of a book, report, online presentation or research paper. There are conventions for document sources, for example APA and MLA styles.

The American Psychological Association (APA) style is a simple established group of procedures, or style rules that would codify the many components of scientific writing to help the reader in having a better reading comprehension.

- As with other editorial styles, APA Style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material.

Feasible Research

In order to evaluate correctly if students succeed in improving the English language, the instruments of the investigation have to be implemented. Consequently, the study will be strengthened on a rational basis. The feasibility research shows to the researcher the opportunities or disadvantages to establish if the project is convenient and which the required resources are.

Through the feasible research, the researcher is able to evaluate, analyze and investigate deeply in order to make decisions.

The bibliography of this project is based on different sources; most of them have been found and printed from the media and from the internet, but specifically from as Educational journals, magazines, books and eBooks, academic theses and online articles.

Additionally, during the feasible research, it was considered the fact that the technological tools, for example the video camera and the knowledge of editing videos and to create slide presentations were a big advantage.

LEVELS OF RESEARCH

Exploratory Research

Due to the lack of known information, it is needed to begin the research by doing the exploratory research. This is needed to make a deeper understanding of a situation.

Through exploratory research, researchers hope to produce hypotheses about what is going on in a situation. A hypothesis is a statement that describes how two or more variables are related.(Brown & Suter, 2011, p. 28)

Exploratory research is needed to begin the research and make a deeper understanding, though exploratory research.

Descriptive Research

According to Brown & Suter, (2011) the descriptive research is relevant because it follows different and very important steps:

- (1) To describe the characteristics of certain groups.;
- (2) To determine the proportion of people who behave in a certain way;
- (3) To make specific predictions;
- (4) To determine relationships between variables” (p.33).

In our investigation the descriptive research was the most important because it gives us the steps to follow in our project.

Explanatory

In all kind of research the explanation of a phenomenon is needed. As reported by Check and Schutt(2012): “Explanatory research seeks to identify causes and effects of educational phenomena, to predict how one phenomenon will change or vary in response to variation in some other phenomenon.” (p.11)

The explanatory research is the initial research into a theoretical idea, this is where us has an idea of something.

For elaborating this project, the educator-researcher had to use the three levels of research.

Since there was no information or study about English learning at Manuel Gomez Abad Public School, exploring and making a hypothesis was basic. Hence, describing the details observed in each class was a very important support of speculations. Through this research level it was possible to identify the problem with clarity, collect helpful data, and analyze criteria. Finally in the explanatory phase, the causes and consequences of the phenomenon studied were detected through the instruments of investigation.

TECHNIQUES AND INSTRUMENTS

Techniques

Research in education uses two basic types of reasoning: inductive reasoning and deductive reasoning. Inductive research is in which the researcher uses observations to build an abstraction or to describe a picture of the phenomenon that is being studied. Inductive reasoning usually leads to inductive methods of data collection through which the researcher systematically observes the phenomena under investigation, searches for patterns or themes in the observations, and develops a generalization from the analysis of these themes.

In contrast, deductive reasoning uses the hypothetic-deductive method. To summarize, the researcher began with a theory and knowledge base and used them to form a hypothesis, collect data, and made decision based on the data either to accept or reject the hypothesis or prediction.(Lodico, Spaulding &Voegtle, 2010, p.4-5)

Inductive reasoning and deductive reasoning are two basic types of research un education the first is about we (the researchers) get observations about something and being studied and the second inductive reasoning is about developing a general the analysis of a topic.

Instruments

A research instrument is a useful tool which helps the researcher to obtain the information in a qualitative domain study or observation. It is appropriate due to its characteristics: well-founded and accurate.

Instruments or tasks are presented to participants in order to generate measurable behavior (i.e., behavior that can be counted, observed, or somehow recorded as the criterion measure). Consequently, there must be a logical relationship between the instrument or task a researcher selects and the construct being studied. The instrument must be designed to generate behavior that is presumed to be an attribute of the topic under investigation. (Drew, Hardman & Hosp, 2008, p.118)

The instruments are the tool which helps us to obtain information; consequently the task and the instrument are conveyed in the research.

Interview

One of the advantages of the interview, is the flexibility and uncover information about the setting that the interviewer did not know, it can convey the meaning of events for those participating, it provides a way to gather detailed information about the situation from the participant's point of view revealing personal perspectives that are unique to the individual; and finally that it can clarify the responses to questions emerging from other data, provide information not available elsewhere, and offer the opportunity for elaboration and explanation. (Drew et al., 2008, p.207)

The interview has permitted us to clarify information that is not convincing to our investigation, it has taken to a real data offered by the characters of the problem.

Survey or Questionnaire

The survey or questionnaire is the group of questions, which are in this part of the research, an important instrument to measure criterion. But it is not easy to put in practice. There are important points where the researcher's attention must be focused before using the questionnaire in order to have better results.

The questionnaire represents the link between a researcher and the data. Because the researcher cannot personally work with each respondent (i.e. to clarify a question or prompt a response), it is important to solve as many instrument problems as possible while the questionnaire is being constructed. Pilot test are enormously helpful in revising your instrument.

First and foremost, the respondent must be convinced that the study is legitimate. Often this is accomplished by a cover letter that appears on letterhead from your college or university.

The questionnaire should not be so long that it requires a great deal of time and effort to complete.

The questions being asked in a questionnaire are central to the data collection process. They must be clearly worded so that there is minimal chance for the respondent to be confused. (Drew et al., 2008, p.126)

POPULATION AND SAMPLING

Universe or Population

The first step in developing any sample design is to clearly define the set of objects, technically called the Universe, to be studied. The universe can be finite or infinite. In finite universe the number of items is certain, but in case of

an infinite universe the number of items is infinite, i.e., we cannot have any idea about the total number of items.(Kothari, 2004, p.154)

The definition of population is all the people living in a particular country, area, or place. Regarding to [Drew, Hardman&Hosp](#)(2008): “A population refers to all constituents of any clearly described group of people, events, or objects who are the focus of an investigation.”(p.83)

Sampling

The researcher has to identify clearly which is the population under study because it will delimit the range that the sample has to be in order to prognosticate population factors.

For the correct sample size depends on the purpose of the study, the nature of the population under scrutiny, the level of accuracy required, the anticipated response rate, the number of variables that are included in the research, and whether the research is quantitative or qualitative.

In reference to the information above, for this project it was considered 39 students of the seventh course at Manuel Gomez Abad Public School as a population or universe, and the attention was centered in the settle of thirty nine students as the sample.

STRATUM

The sample considered for the research work represents thirty nine students, one English teacher and the principal of the High School.

CHART N°1

	Stratum	Sample
Directives	1	1
Teachers	5	1
Pupils	250	40
Total	256	42

Reseachers: Guala Loza y Mite Villao

INTERVIEWS

INTERVIEW TO THE PRINCIPAL OF THE EDUCATIONAL INSTITUTION

1. Why do you consider that students will improve the learning departing from this idea? How?
2. Do you think that nowadays technology is a useful tool in education to be used and performed in this institution? Why?
3. Which does the educational institution support the team of English teachers to strengthen their pedagogy in this language?

INTERVIEW TO THE ENGLISH TEACHER

1. Are you satisfied with the scholastic accomplishment of your students? Why?
2. Do you find that complementary activities will help to increase student's English level? Why?
3. What kind of complementary activities do you recommend to put into practice in the English class?

APPLICATION OF THE INSTRUMENTS OF THE INVESTIGATION

SURVEY TO THE STUDENTS Sample: 39 students

MARC WITH AN “X” TO THE ANSWER YOU CHOSE

Question N°1: Is you English class motivated?

☐ Yes ☐ No ☐ Indifferent

Question N°2: Would you like to learn basic vocabulary in class?

☐ Yes ☐ No ☐ Indifferent

Question N°3: Does your teacher use group dynamic in class?

☐ Yes ☐ No ☐ Indifferent

Question N°4: Would you like to improve your vocabulary?

☐ Yes ☐ No ☐ Indifferent

Question N°5: Do you practice speaking exercises at home?

☐ Yes ☐ No ☐ Indifferent

Question N°6: Do you have problems understanding your teacher in class?

☐ Yes ☐ No ☐ Indifferent

Question N°7: Can you take dictation?

☐ Yes ☐ No ☐ Indifferent

Question N°8: Do you think that extra activities would be a good support for you to learn English?

☐ Yes ☐ No ☐ Indifferent

Question N°9: It is hard for you understand when your teacher is talking?

☐ Yes ☐ No ☐ Indifferent

Question N°10: Would you like to have a didactic guide with suitable vocabulary to reinforce the speaking skill?

☐ Yes ☐ No ☐ Indifferent

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

Question 1: Is you English class motivated?

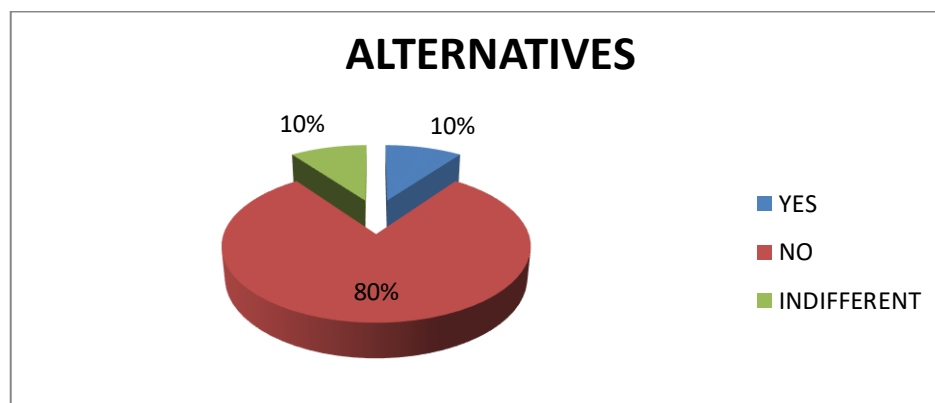
CHART OF FREQUENCY

Chart 1

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	4	10 %
NO	32	80 %
INDIFFERENT	4	10 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 1



Reseachers: Guala Loza y Mite Villao

So the majority are not motivated the English classes, for that reason, it is necessary to apply new techniques to increase their motivation in the classes. Is necessary to apply our project and develop our workbook.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

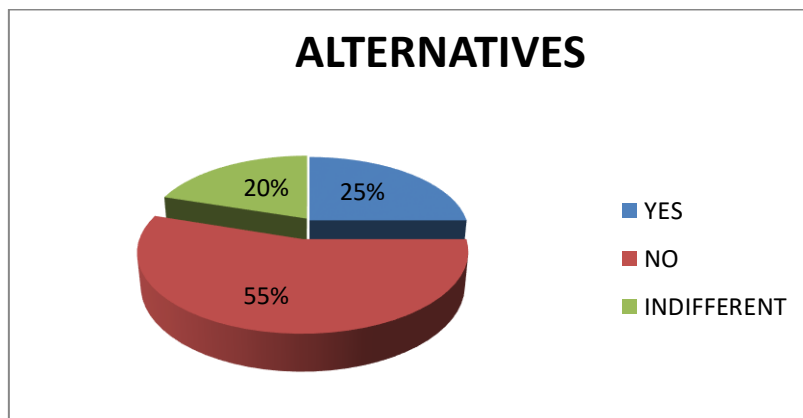
Question 2: Would you like to learn a basic vocabulary in class?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	10	25 %
NO	22	55 %
INDIFFERENT	8	20 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 2



Reseachers: Guala Loza y Mite Villao

Only the 25 % of the students want to learn a basic vocabulary is important for their future, the opposite are very unmotivated or not well motivated, so the teacher needs to keep a good learning environment to integrate the whole class to practice English for their own benefit.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

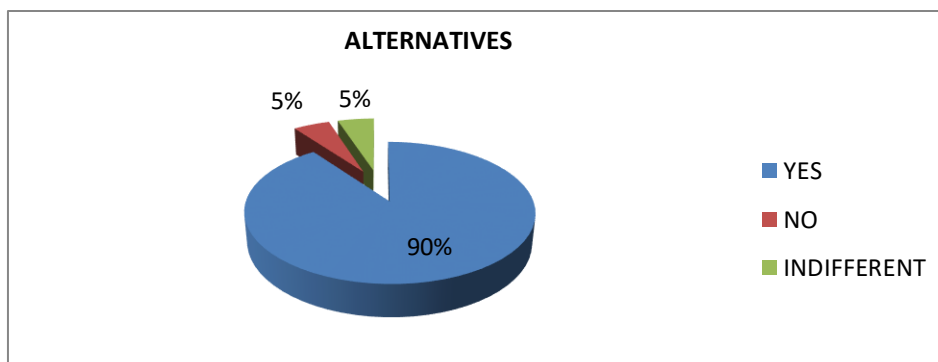
Question 3: Does your teacher use group dynamic in classes?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	36	90 %
NO	2	5 %
INDIFFERENT	2	5 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 3



Reseachers: Guala Loza y Mite Villao

The 90 % of the students confirmed that the teacher use group dynamic in class is well managed by the teacher. It is obvious to notice that they are accustomed to follow the same old way to teach English that find it normal in the way the teacher does her job.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

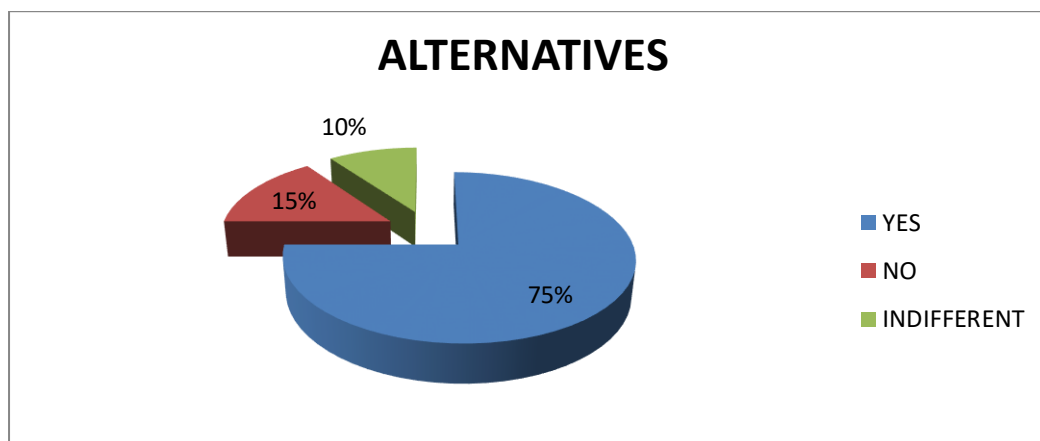
Question 4: Would you like to improve your vocabulary?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	30	75 %
NO	6	15 %
INDIFFERENT	4	10 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 4



Reseachers: Guala Loza y Mite Villao

The 75 % of the students, consider that they want improve their vocabulary in English classes. And is necessary to apply our project in this center educative and help to develop the speaking skill.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

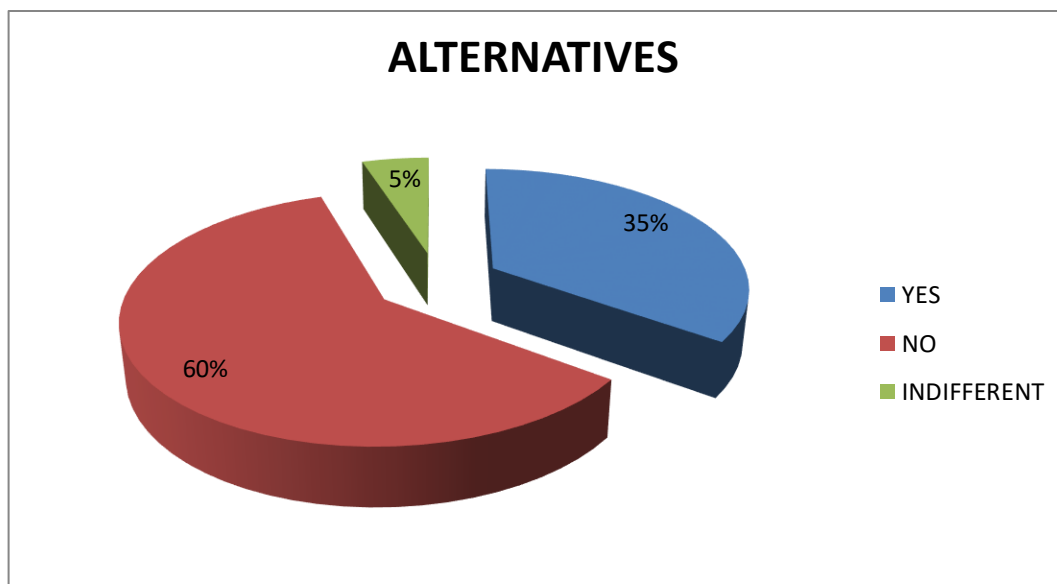
Question 5: Do you practice speaking exercises at home?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	14	35 %
NO	24	60 %
INDIFFERENT	2	5 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 5



Reseachers: Guala Loza y Mite Villao

Results show that a high percentage of students do not practice exercise of speaking at home, just a 35 % of the students practice at home. This mean that our guide or workbook will be necessary to our students.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

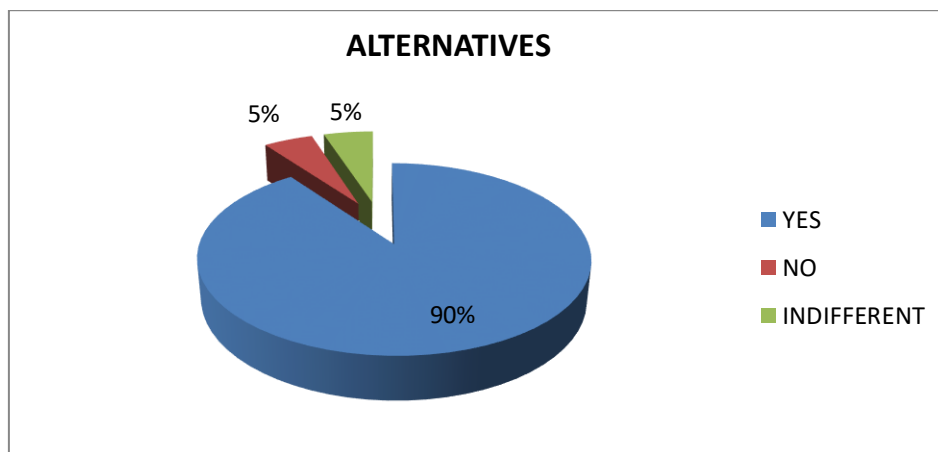
Question 6: Do you have problems understanding your teacher in class?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	36	90 %
NO	2	5 %
INDIFFERENT	2	5 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 6



Reseachers: Guala Loza y Mite Villao

Results show that 90% of the students think that learning vocabulary is important to comprehend English. Therefore by applying new techniques, the students will strengthen their interest.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

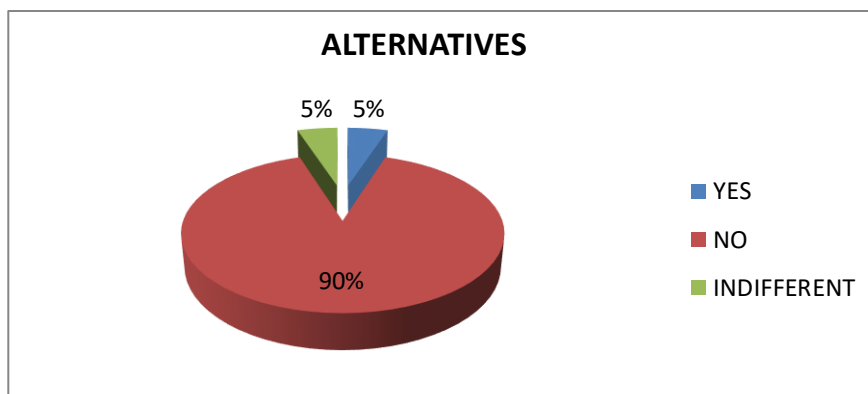
Question 7: Can you take dictation?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	2	5 %
NO	36	90 %
INDIFFERENT	2	5 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 7



Reseachers: Guala Loza y Mite Villao

The results show that the teacher does not keep the fluently dictation in classes. If so, they would appreciate the activities sent to class. An additional activity would reinforce their performance. So the teacher should prepare them for extra activities at home.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

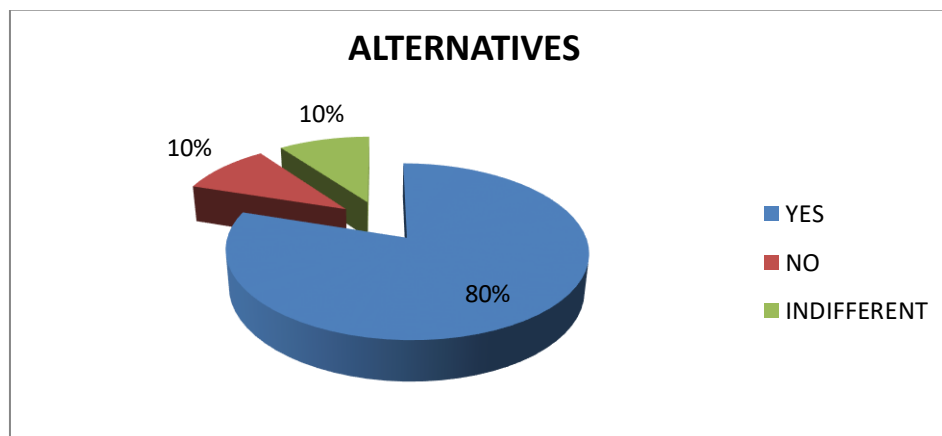
Question 8: Do you think that extra activities would be a good support for you to learn English?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	32	80 %
NO	4	10 %
INDIFFERENT	4	10 %
TOTAL	40	100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 8



Reseachers: Guala Loza y Mite Villao

The students want to learn English in an easy and practical way, it is necessary to pay attention to their inquietudes for acquiring the interest in the English language.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

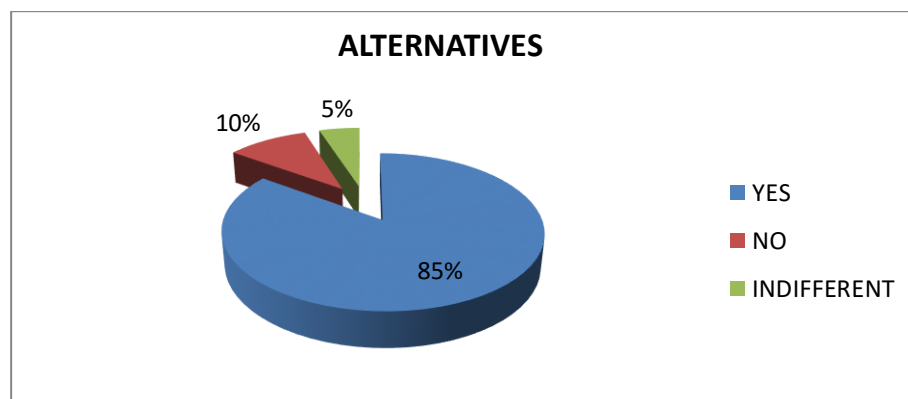
Question 9: It is hard for you understand when your teacher is talking?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	34	85 %
NO	4	10 %
INDIFFERENT	2	5 %
TOTAL: 40		100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 9



Reseachers: Guala Loza y Mite Villao

The majority of the students can not understand the teacher when is talking in English is clearly that they need more attention in this skill. With the application of our project we will increase the speaking skill.

ANALYSIS OF RESULTS

Survey to students

Sample: 40 students

Course: 7th

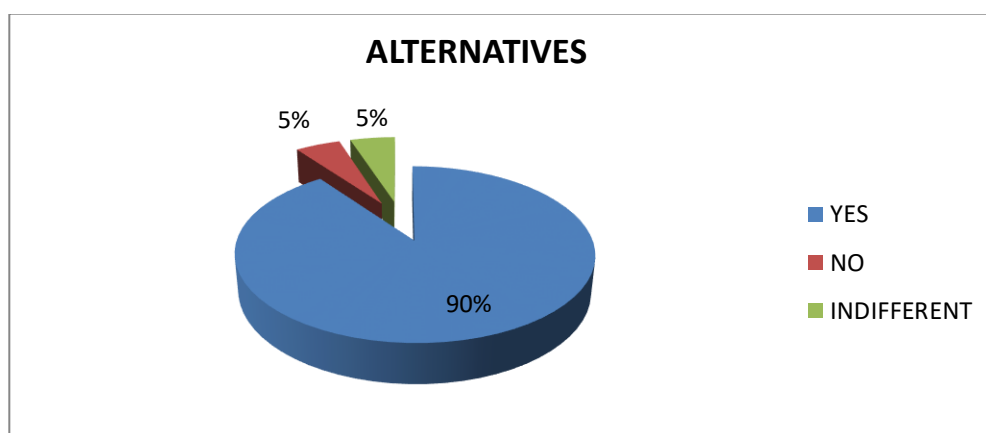
Question 10: Would you like to have a didactic guide with suitable vocabulary to reinforce the speaking skill?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PORCENTAGE
YES	36	90 %
NO	2	5 %
INDIFFERENT	2	5 %
TOTAL: 40		100 %

Reseachers: Guala Loza y Mite Villao

GRAPHIC 10



Reseachers: Guala Loza y Mite Villao

Most of the students consider that any assistance to their learning will be of good help. We think that with the application of the guide with practical vocabulary the students will have a basic domain in the speaking skill.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The students despite their discourage and demotivation are very interested in the application of this work, the can clearly see they will succeed within this proposal.
- English lessons are not sufficient to cover the subject some students have a low English Knowledge.
- Students were more participative with our proposal in the English classes.
- The application of new learning techniques caused in the students more confidence while performing the activities.
- With the assistance of extra materials, we could see that they can improve the scholastic performance.
- The usage of the guide raised their motivation.
- The students showed interest within this guide.
- Now the students are conscious that learning English is prime for their lives.

RECOMMENDATIONS:

- The teacher should take advantage of the student's concern and the proposal of applying the guide to better the learning of the English language.
- The authorities should pay more attention to the scarce time for teaching the English subject, in order to cover the management of all the skills.

- It is necessary to have practical classes that permit the students to experiment with the English language.
- The teacher should take advantage of their interest to teach them appropriately.
- The teacher should adapt the new knowledge to communicate in real life.
- It is necessary to check the material constantly to innovate and update teaching techniques.
- The use of a Didactic guide should be constantly used for the benefit of the students.

CHAPTER IV

THE PROPOSAL

DESIGN AND APPLY A WORKBOOK WITH EFFECTIVE SPEAKING EXERCISES.

Background

The development and consolidation of the English language skills of students have great deficiency despite the efforts that teachers perform in the area. The poor application of new resources to enhance the students interest easily, brings up boredom and little interest in learning the language.

In contrast with the above lines, we are very pleased to find satisfactory results after implementing our activities given and the effectiveness that they have to strengthen not only their cognitive abilities but also in demonstrating a responsible job in the classroom. This leads us to notice that, although a high and worrying level of disinterest to learn English in public schools, the students with active and participatory proposals like ours, will be able to increase the rate of students through motivation to learn more and better.

This educational project will have as principal beneficiaries the students, parents and teachers at "Manuel Gomez Abad Public School with the collaboration and participation of both authorities and staff.

On the first three days of our teaching performance, we noticed unmotivated and bored students with low level of attention and participation to the English classes and based only on oral and written repetition of words and the same grammar sentences that were seen in former years.

This situation changed when we started our integration with the new material supported by audiovisual activities specifically in this area. The school environment changed completely, because the joy and motivation invited the students to acquire new and more knowledge.

Videos and games used in each class put the boredom the lack of motivation aside. "Learning by doing" was the engine of our educational work with no more repetition of words, sentences or paragraphs.

Justification

The results given by our research justifies our proposal fully, the motivation and interest achieved in their students, parents, teachers and authorities ensure a better horizon for teaching of the English language.

With the use of our homework guide, the students moved from the apathy caused by the old fashioned English lessons to a joyful and interactive classroom full of dynamics, which is based on a dynamic application proposed in our guide. The classroom work was also transferred to their homes where the students' parents consider to be a self-reinforcing help for their children improvement.

With the improvement of the academic performance, motivation and raise of the self-esteem of students, the welfare of the authorities and teachers are renewed.

They will create all the necessary initiatives to lead a good institutional strengthening related to English language learning, parents will join them motivated by the interest they see in their children, not only in English but other languages as well.

We justify this proposal with the radical change that the students had, it was surprising to notice how the use and application of our homework guide renewed the interest in new knowledge, because it also increased interaction and ability to solve the exercises

Objectives

General

To design and implement a well prepared homework guide through a basic vocabulary to increase the speaking skill to facilitate comprehension and consolidation of the students of 7th year at "Manuel Gomez Abad Public School".

SPECIFIC

- To provide a guidance to the institution to encourage the teachers and students into a renewed technique for teaching English.

- Encourage students assessing their practices in the English class per class.
- Institutionalize the use of a homework guide for teaching English.

IMPORTANCE

The proposal is important because it benefits the entire school community and particularly the students to raise their level of the English language by having a positive attitude towards the acquisition of new languages and knowledge.

The proposed, besides students, will also help English teachers, as the guide will become the main instrument of their educational work, since the resources and activities there will significantly increase the level of attention, understanding and assimilation.

The motivation of students achievement is the result of responsible and efficient application that teachers give to the tutorial of the new techniques and new resources. They are well aware, that resources are not only what book contains and that their teaching, should not only improve or change daily, but always taking into account the level of working in groups, applying learning by doing.

Feasibility

The feasibility of our proposal lies mainly on personal conviction for the successful implementation of it, by achieving the required results, and this conviction transferred to English teachers, parents and authorities, will make that it has all the support of the human resources of the public school in order to give a definitive solution to the problem.

In addition to human resources, the proposal has the relevant economic funding, which together with the generous collaboration of those directly and indirectly also has been part of this proposal.

Description of the proposal

This proposal contains an easy and very workable methodology that includes activities among games and videos at Manuel Gomez Abad Public School Public School to motivate the students in the English learning.

The proposal is a homework guide with reading, and extra activities to introduce new basic vocabulary to be practiced and enhanced easily.

Within this proposal, we have used the following technique of using this material.

Watch and say

The students are going to watch a short video and they are going to repeat the dialogue of the participants from the video. Through this technique the children will be able to visualize and develop new vocabulary and so improve the skill of speaking.

Listen, read and match

They are going to listen carefully later read the phrases on their book and match in the correct way the phrases with the picture in their book.

Read and complete

They will read phrases about the listening exercise, and complete sentences with new words (basic vocabulary).

Solve to puzzle

It is going to be an extra practice of vocabulary with numbered pictures according to the line of the puzzle and they will have to complete the puzzle with words that the personage is acting.

Read and match

The reading is going to improve the comprehension level of English of the students also it is going to reinforce the vocabulary.

Find the words

Some letters are going to be in a chart and the students have to find those words and later label the picture with the respective name.

Application of the proposal

When?

Our project was carried out in 2014 school year.

Where?

The proposal was applied to students of seventh year of basic education at Manuel Gomez Abad Public School.

Who?

This work was developed by the researcher who was assisted not only by English teachers but all teachers and directors of the institution as well as our counselor.

How?

By using a visual resource guide designed with colorful drawings, lively vocabulary and enough exercises easy to understand.

RESOURCES

The development of our proposal offers the following resources:

Human

- Students
- English Teachers
- School authorities
- Parents
- Counselor
- The researcher

Materials

- Books
- Office Supplies
- Photocopies
- Dictionaries
- Training Material

Technical

- DVD

- TV
- Camera
- Computer
- Pen drive
- Printer
- Internet

Financial

• Teaching Guide	\$ 120.00
• Instructional Materials	\$ 70.00
• Dictionary	\$ 15.00
• Transportation	\$ 10.00
	\$ 215.00

LEGAL, SOCIOLOGICAL, PEDAGOGICAL AND SOCIOLOGICAL ASPECT.

Legal Aspect

This project is supported under the regulation of the design and implementation of educational projects that were approved at the meeting of the Board on July 22, 2007 and ratified on 11 August in the same year established the educational project can be performed by one or two people.

Moreover, the development of this research project is based on the Constitution in its Articles:

Art.26. - Education is a right of the people throughout their life and unavoidable and inexcusable duty of the State. Is a priority area of public policy and of government investment, ensuring equality and social inclusion and an essential condition for the good life.

Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27. - The education will focus on human beings and ensure their holistic development, in the context of respect to human rights, environment and sustainable democracy, but will be participatory, compulsory intercultural

democratic, inclusive and diverse quality and warmth promote gender equality, justice, solidarity and peace, will stimulate critical thinking, art and physical education, individual initiative and community development skills and capabilities to create and work.

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

Sociological Aspect

Education has often been viewed as a fundamentally optimistic human endeavor characterized by aspirations for progress and improvement of life. Many understand this aspiration to be as a way of overcoming obstacles, achieving greater equality and acquiring wealth and, finally, the social institutions of educational status are perceived as places where children can develop according to their needs and potential. It is also perceived as one of the best ways to achieve greater social equality. Most people would say that the purpose of education should be to develop every individual to their full potential and give them the opportunity to achieve everything in life, his natural abilities allow (meritocracy, a very common term these days). Not many would argue that any educational system achieves this goal perfectly. Some have a particularly negative view, arguing that the education system is discriminatory designed with the intention of causing social reproduction of inequality.

This last paragraph should be a matter of deep debate, although it could be a dangerous problem put on the table.

Pedagogical Aspect

The implementation of this proposal is a crucial contribution to solve one of the educational problems that appear when no teaching strategy is not the most fit and proper to work in classes to learn English, as is the level of student motivation.

We can reasonably come to this conclusion based on the students' attention in class, their eagerness to get the best score ever possible and their career goal.

We sustain that Motivation is something that energizes, directs and maintains behavior also keeps students moving, that leads in a certain direction, and keeps

them going. We often see the motivation of the students reflected on their personal investment and commitment in cognitive, emotional and behavioral school activities (Fredricks, Blumenfeld, and Paris, 2004; Maehr and Meyer, 2004; Reeve, 2006).

All students are motivated almost in one way or another. A student may be very interested in the subject matter classroom and seek a challenging job, actively participate in class discussions and get high marks in the assigned projects.

While some students can be more interested in social activities of the school, by interacting with his classmates by attending to extracurricular activities, others focus on athletics, excelling in physical education classes, playing or watching sports every day, and always on a regular exercise. It is important to highlight that meanwhile the above students are taking care on their own situations, others, because of any disability, cannot be detected on time to be correctly motivated and so avoid academic and social problems that can be lead to uncontrollable situations.

But the motivation is not necessarily something that students bring to school, but can also arise from environmental conditions at the school. When talking about how the environment can improve student motivation to learn certain things or behave in a certain way, we're talking situated motivation (Paris & Turner, 1994; Rueda and Moll, 1994).

Psychological Aspect

Educational psychology is the study of how humans learn in educational settings, the effectiveness educational policies and procedures, the psychology of teaching-learning process, and the social psychology of schools as learning organizations.

Educational psychology is concerned with how students learn and develop, often focusing on subgroups such as gifted children and those subject to specific disabilities.

Educational psychology, in part, be understood through its relationship with other disciplines. Reported mainly in psychology, taking a relationship with that discipline analogous to the relationship between the medicine and biology. Educational psychology in turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology is based on two and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation educational psychology content introductory psychology texts.

VISION, MISSION AND POLICY

Vision

The school community provides a comprehensive preparation quality and warmth to students, so that their integration into society is received as positive leaders with ability and initiative in building a just and equitable.

Mission

We are intended to prepare students proactively and successfully in the personal, professional and social life to be able to assume the duties with responsibility, ethic, academic leadership and respect for the agreements and differences with others.

Policies

The learning processes of students are led by solid human values that enable them to contribute positively to the development of the institution the family, of society and of the Ecuadorian state.

Educational projects all academic areas whose application shows positive results will be implemented as educational policy of the institution, in order to contribute not only to the integral formation of the students but also to achieve the improvement of our teachers.

Beneficiaries

The main beneficiaries of the proposal are students in seventh year of basic education at Manuel Gomez Abad Public School, through the implementation and use of a homework guide such that the can understand words, sentences, order short phrases and communicate with others in English. Teachers also benefit the institution, which will have the same teacher's new activities, interesting and practical to implement in their classes and get better results. His classes will never be monotonous and unproductive.

Social impact

The implementation of my proposal will ostensibly will improve school life and solve the problem of the teaching and learning of English in schools, so it is necessary that educators and parents become clearly aware that their active participation, support and joint work contribute to better results in the future lives of the students.

While all educators are obligated to find solutions to academic problems of students through the use and application of dynamic strategies appropriate to the realities of the classroom and progress, it also requires the commitment of students, teachers, administrators, parents and the community in general.

GLOSSARY

Cognitive	connected with mental processes of understanding
Acquisition	The learning or developing of a skill, habit, or quality
Prior knowledge	The knowledge that stems from previous experience

Ability	The fact that somebody/something is able to do something
Assessment	An opinion or a judgment about somebody/something that has been thought about very carefully.
Skill	The ability to do something well
Proficiency	Able to do something well because of training and practice
Figure	A written or printed symbol representing something other than a letter especially a number
Exposed	To subject or allow to be subjected to an action, influence,
Liable	Legally obligated; responsible: <i>liable for military service</i>
Outcome	<i>In a depression banks are liable to fail.</i>
Updated	To bring up to date: update a textbook; update the files.
Conductive	Describe a substance that allows heat or electricity to go through it.
Low	a. Having little relative height; not high or tall.
Performance	The act of performing or the state of being performed.
Trends	The general direction in which something tends to move.
Labeled	An item used to identify something or someone, as a small piece of paper or cloth attached to an article to designate its origin, owner, contents, use, or destination
Chart	A map showing coastlines, water depths, or other information of use to navigators
Banners	A piece of cloth attached to a staff and used as a standard by a monarch, military commander, or knight

Environment	The circumstances or conditions that surround one; surroundings.
Executing	To put into effect; carry out: <i>a government that executes the decisions of the ruling party.</i>
Percentage	A fraction or ratio with 100 understood as the denominator; for example, 0.98 equals a percentage of 98.
Research	To study (something) thoroughly so as to present in a detailed, accurate manner: <i>researching the effects of acid rain.</i>
Palpable	Capable of being handled, touched, or felt; tangible.
Carry out	To hold or support while moving; bear: <i>carried the baby in my arms; carrying a heavy backpack.</i>
Increase	To become greater or larger.
Encourage	To inspire with hope, courage, or confidence; hearten.
Benefit	Something that promotes or enhances well-being; an advantage: The field trip was of great benefit to the students.
Afford	To have the financial means for; bear the cost of: not able to afford a new car.
Among	In the midst of; surrounded by: <i>a pine tree among cedars</i>
Serve	A member of the lowest feudal class, attached to the land owned by a lord and required to perform labor in return for certain legal or customary rights.
Aimed	To direct (a weapon) toward an intended target.
Provide	To furnish; supply: provide food and shelter for a family.

Proud	Feeling pleasurable satisfaction over an act, possession, quality, or relationship by which one measures one's stature or self-worth: proud of one's child; proud to serve one's country.
Trustfully	Inclined to believe or confide readily; full of trust.
Enhancement	To make greater, as in value, beauty, or effectiveness; augment.
Wish	A desire, longing, or strong inclination for a specific thing.
Further	More distant in degree, time, or space: <i>a result that was further from our expectations than last time; the further lamppost.</i>
Scholarships	The methods, discipline, and attainments of a scholar or scholars.
Status	Position relative to that of others; standing: <i>Her status is that of a guest.</i>

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ANNEXE

ONE

DOCUMENTS

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: **GUALA LOZA TERESA MABEL Y MITE VILLAO BETSY ANDREA**

TOPIC: "BASIC VOCABULARY TO DEVELOP THE ACTIVE SPEAKING SKILL"

PROPUESTA: "APPLY A WORKBOOK IN ORDER TO DEVELOP THE BASIC VOCABULARY TO IMPROVE THE SPEAKING SKILL OF THE STUDENT"

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,



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

DIRECCIÓN

MSc. Jacinto Calderón Vallejo
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Elaborado por:		FUNCIONARIO RESPONSABLE	CARGO	FECHA
Aprobado por:		Sra. Eva Quinde	Coordinadora	
		Ab. Jacinto Calderón V. MSc.	DIRECTOR	

Cda. Universitaria, Av. Kennedy s/n y Av. Delta - www.filosofia.edu.ec
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UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA: LENGUAS Y LINGÜÍSTICA

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 **GUALA LOZA TERESA MABEL Y MITE VILLAO BETSY ANDREA**, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

DSe informa que el trabajo de titulación: **"BASIC VOCABULARY TO DEVELOP THE ACTIVE SPEAKING SKILL" PROPUESTA "APPLY A WORKBOOK IN ORDER TO DEVELOP THE BASIC VOCABULARY TO IMPROVE THE SPEAKING SKILL OF THE STUDENT"**, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio **URKUND**, quedando el 9% coincidencia.

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List of sources:

- [PROJECT PRESENCIAL 1 a 4.rtf](#)
- [PROJECTO YB VFOE - FIANCO.docx](#)
- [Proyecto Santo y Angela... de actualismo.docx](#)
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- Alternative sources
- Sources not used

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List of sources

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- Alternative sources
- Sources not used

Warnings Reset Export Share

Master
Silvia Moy Sang Castro
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE
LA EDUCACIÓN
Ciudad

De mis consideraciones

El H. Consejo Directivo de la Facultad me designó consultor del Proyecto Titulado "BASIC VOCABULARY TO DEVELOP THE ACTIVE SPEAKING SKILL", cuya propuesta es: "Apply a workbook in order to develop the basic vocabulary to improve the speaking skill of the students", perteneciente a los egresados: GUALA LOZA TERESA MABEL Con C.I. 0928435619 Y MITE VILLAOBETSY ANDREA con C.I. 0926625377, como un aspecto legal previo a la obtención del título de Licenciadas en Lengua y Lingüística Inglesa. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,



MSc. Larry Torres V.
PROFESOR - ASESOR

ANNEXE

TWO

**SURVEYS AND
INTERVIEWS**

ENTREVISTA AL DIRECTOR DEL PLANTEL

Pregunta 1: ¿Usted piensa que la lectura es importante para aprender más vocabulario y obtener más cultura?

Respuesta 1: Si, considero que la lectura es un factor importante para aprender más vocabulario y ser culto ya que enriquece la mente

Pregunta 2: ¿Usted cree que es necesario el uso de técnicas de lecturas innovadoras para fortalecer el proceso de enseñanza del idioma inglés?

Respuesta 2: Si, es muy necesaria el uso de técnica nuevas para fomentar la lectura ya que esto motiva a los estudiantes

Pregunta 3: ¿Usted cree que el uso de recursos modernos y tecnología podrían mejorar la habilidad lectora de los estudiantes?

Respuesta 3: Si, el uso de los recursos tecnológicos en la clase es una necesidad hoy en día ya que facilita el aprendizaje de los contenidos

Pregunta 4: ¿Por qué cree Usted que los estudiantes no leen?

Respuesta 4: A los estudiantes no les gusta leer porque no encuentran temas interesantes, porque el vocabulario es muy complejo o por falta de tiempo

Pregunta 5: ¿Que sugerencias brindaría usted para implementar este taller de lectura en forma eficiente?

Respuesta 5: Seria importante que usen lecturas interesantes y ejercicios dinámicos para que los estudiantes participen en el proceso motivados

ENTREVISTA AL PROFESOR DE INGLÉS

Pregunta 1: ¿Cuán frecuente asiste a seminarios de Inglés?

Respuesta 1: Cada año, cuando finalizamos en ciclo escolar para iniciar el nuevo año lectivo con nuevos conocimientos.

Pregunta 2: ¿Está satisfecho con los logros académicos de sus estudiantes?

Respuesta 2: Totalmente no, hay un 20% de mis estudiantes que logran sobresalir en sus notas y rendimiento.

Pregunta 3: ¿Cuáles son causas que contribuyen a que los estudiantes tengan problema al hablar Inglés?

Respuesta 3:

Pregunta 4: ¿Cuáles son las causas que afectan al aprendizaje de un básico vocabulario en los estudiantes?

Respuesta 4:

Pregunta 5: ¿Qué ha hecho usted para promover en sus estudiantes un correcto desarrollo de la habilidad al hablar Inglés?

Respuesta 5:

ENCUESTA A LOS ESTUDIANTES

	QUESTIONS	SI	NO	INDIF
01	¿Tu clase de Inglés es motivada?			
02	¿Te gustaría aprender vocabulario básico de Inglés en clases?			
03	¿Tu profesor use dinámicas de grupos en clases?			
04	¿Te gustaría mejorar tu vocabulario?			
05	¿Practicas listening en casa?			
06	¿Piensas que es importante aprender Inglés?			
07	¿Es difícil para ti entender todo lo que habla tu profesor en Inglés?			
08	¿Tienes problemas de pronunciación de Inglés?			
09	¿Es fácil para ti aprender Inglés?			
10	¿Puedes tomar dictado en Inglés?			

ANNEXE THREE PHOTOS

THE INSTITUTION



THE STUDENTS IN THE CLASSROOM





ANNEXE FOUR

DESIGN AND IMPLEMENTATION OF workbook guide

WELCOME TO UNIT 1

Hello Friends!



- COMPLETE WITH YOUR OWN INFORMATION

HELLO, I AM MS. _____
WHAT IS YOUR
NAME? _____

HI, MY NAME IS:

ACTIVITY

- PRACTICE WITH YOUR CLASSMATE
- COMPLETE WITH YOUR OWN INFORMATION
- TELL TO YOUR CLASSMATES YOUR PERSONAL INFORMATION.

• Hello! My name is Antonia. What's your name?

• Hi, My name is John, nice to meet you. Where are you from?

• I'm from Mallorca and you? I'm from Granada, and where do you live?

• I live in Palma. What do you do?

HELLO, WHAT IS YOUR NAME? _____

MY NAME IS, _____ AND YOU?

MY NAME IS, _____ BYE, BYE

BYE, BYE _____

HELLO, MY NAME IS _____ I HAVE _____ YEARS OLD. I LIVE
IN _____ I HAVE _____ BROTHER AND _____ SISTER, MY
FATHER'S NAME IS _____, MY MOTHER'S NAME IS _____ MY
BESTFRIEND'S NAME IS _____ MY FAVORITE SPORT IS _____ MY
FAVORITE COLOR IS _____ MY FAVORITE TV PROGRAM IS _____ I LOVE
_____, I DON'T LIKE _____.

COMMANDS

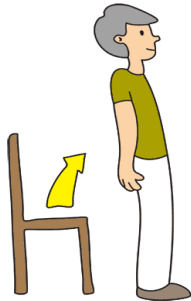
LISTEN



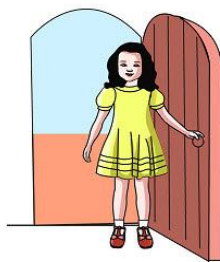
SIT DOWN



STAND UP



OPEN



open

CLOSE



close

REPEAT



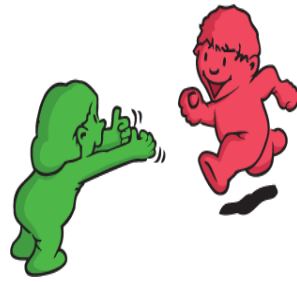
SILENT PLEASE

COME ON

LOOK



Shhhhh!



RAISE YOUR HAND

PAY ATTENTION TO THE TEACHER

DONT TALK



ACTIVITY

- PRACTICE IN CLASS THE PRONUNCIATION OF THE COMMANDS
- WRITE THE COMMANDS IN THE CORRECT PICTURE.



Class Expressions



Raise your hand

Stand up

Erase the
blackboard

Close the door

Sit down

Open the door

Take out your
notebook

Go to the front

May I go to
the restroom?

Close your book

Open your
notebook

Close your
notebook

MY SCHOOL

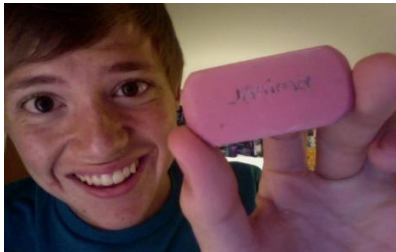
THIS IS MY BOOK AND THIS IS MY PENCIL



THIS IS MY RULER



THIS MY ERASER



THIS IS MY NOOTEBOOK



THESE ARE MY PENCIL COLORS



THIS IS MY BAG



THIS IS MY LUNCH BOX

THIS IS MY TEACHER



ACTIVITY

- PRACTICE WITH YOUR TEACHER PRONUNCIATION
- PRACTICE SAYING WHAT DO YOU HAVE IN CLASS?
- COMPLETE THE MISSING WORDS.

L						O	
---	--	--	--	--	--	---	--

	O			B			K
--	---	--	--	---	--	--	---

		A	C			
--	--	---	---	--	--	--

			G
--	--	--	---

P				I	
---	--	--	--	---	--

	E		C			C			O
--	---	--	---	--	--	---	--	--	---

		U				R
--	--	---	--	--	--	---

			S			R
--	--	--	---	--	--	---

		N	C		
--	--	---	---	--	--

M		R			R
---	--	---	--	--	---

	O	O		
--	---	---	--	--

S			S	S			S
---	--	--	---	---	--	--	---

G				E
---	--	--	--	---

S			R			N		R
---	--	--	---	--	--	---	--	---

School



school

student

teacher

chair

desk

book

bag

pencil

eraser







board

ruler

classroom

UNIT 2

Colors

red		green
blue		purple
purple		blue
yellow		red
green		orange
orange		yellow

ACTIVITY

- PRACTICE WITH YOUR TEACHER PRONUNCIATION
- FIND THE COLORS IN THE CROSSWORD
- SAY THE COLORS THAT STUDENT FOUND IN CLASS.



Colors

m	r	x	b	l	f	u	g	b	c	b	d
z	i	x	f	m	o	u	h	q	n	b	w
k	o	r	a	n	g	e	a	t	o	d	z
p	r	s	r	e	q	b	r	o	w	n	i
r	c	p	e	c	o	q	n	k	t	h	b
v	t	i	d	w	d	m	c	g	q	t	l
h	t	n	n	z	w	h	i	t	e	o	a
g	d	k	q	z	u	q	k	b	s	n	c
g	r	e	e	n	o	f	f	b	m	l	k
c	i	q	e	n	y	e	l	l	o	w	v
j	p	z	d	g	y	d	i	k	d	y	z
x	b	l	u	e	w	y	q	q	j	r	v

green
blue
red

yellow
orange
white

black
brown
pink

THE CARDINAL NUMBERS

1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	40 forty
3 three	13 thirteen	23 twenty-three	50 fifty
4 four	14 fourteen	24 twenty-four	60 sixty
5 five	15 fifteen	25 twenty-five	70 seventy
6 six	16 sixteen	26 twenty-six	80 eighty
7 seven	17 seventeen	27 twenty-seven	90 ninety
8 eight	18 eighteen	28 twenty-eight	100 a/one hundred
9 nine	19 nineteen	29 twenty-nine	1,000 a/one thousand
10 ten	20 twenty	30 thirty	1,000,000 a/one million

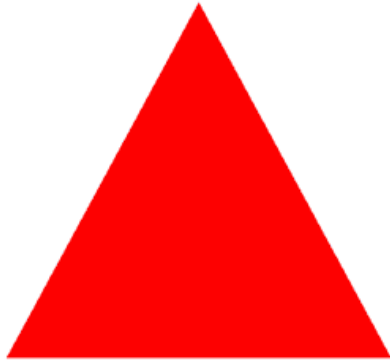
ACTIVITY

- PRACTICE PRONUNCIATION
- PRACTICE NUMBER 30 TO 100.

N E E I N E V E S E Y H N M J
 P V W M Q K D W N G T W E L K
 T H I R T Y N I N E F F E N O
 B O P F T C N X N N I O T Y U
 T X W R G Y Y E S E F R H H R
 H W O T T T E D T V T T G E O
 E F E N Y T W H P E N Y I N U
 W D E N R T I E F S D F E V Q
 N W Y I T R R L N Y O I L N T
 T E H U T Y H O D T C V M J H
 P T V Y S U I L F N Y E M X I
 X I S E F I F T E E N F X K R
 W I E V L E W T C W I M O K T
 X T H R E E C H T T N J Y U Y
 P P V U K E I Y N J E E Z Q R

EIGHTEEN	ONE
FIFTY	THIRTEEN
FORTY-TWO	SIX
THIRTY-SIX	TWENTY
TWENTY-SEVEN	ELEVEN
FORTY	SEVENTEEN= 17
THIRTY	THREE
TWENTY-FOUR	FIFTEEN
FORTY-FIVE	NINE
THIRTY-NINE	TWELVE

THE SHAPES



Triangle



Square



Circle



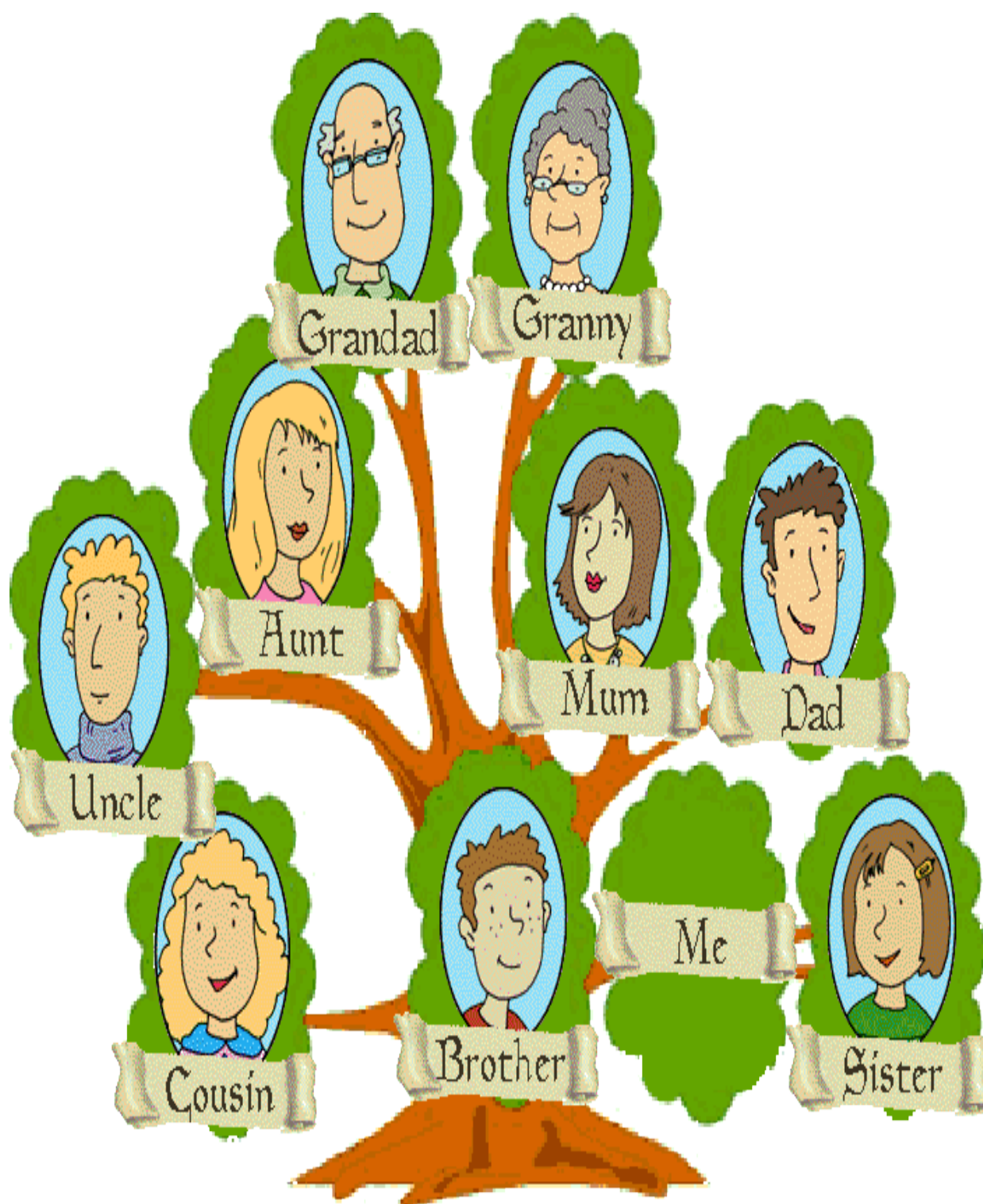
Rectangle

ACTIVITY

- PRACTICE PRONUNCIATION
- WHAT OBJECTS IN CLASS HAVE SHAPES?
- COLOR ACCORDING THE ORDER: CIRCLE: YELLOW/ SQUARE: BLUE/
RECTANGLE:RED/ TRIANGLE: GREEN.



THE FAMILY



ACTIVITY

- PRACTICE PRONUNCIATION
- FIND THE MISSING WORD.

THE FAMILY MEMBERS

F	P	G	W	O	Q	K	R	H	D	S	Y	R	R	I	AUNT
C	P	R	T	D	D	S	R	P	J	I	H	E	R	Z	BROTHER
L	X	I	W	G	G	H	Y	H	E	S	H	B	F	A	COUSIN
N	O	P	I	J	R	Z	B	C	Y	T	P	C	A	H	DAUGHTER
I	J	O	R	T	A	E	U	B	O	E	O	Q	O	G	FATHER
S	C	B	E	W	N	U	H	M	R	R	Q	H	C	L	GRANDFATHER
U	A	G	H	N	D	A	X	T	U	O	N	Q	R	E	GRANDMOTHER
O	O	I	T	P	M	X	C	T	A	A	T	J	X	R	MOTHER
C	Z	I	A	A	O	G	U	C	D	F	W	H	O	K	NIECE
A	O	J	F	N	T	P	H	N	Z	Z	I	F	E	N	SISTER
Z	C	M	D	I	H	C	U	T	C	K	T	X	Z	R	SON
G	L	Y	N	E	E	Q	Z	J	F	L	T	Z	L	S	UNCLE
C	N	O	A	C	R	L	Q	S	O	N	E	N	M	U	
J	C	I	R	E	T	H	G	U	A	D	V	N	U	Z	
C	E	F	G	M	A	X	O	V	T	U	W	R	G	A	

THINGS FOR TEENS

Cell phone



DVD's



Magazines



**Skateboard
Player**

Backpack

MP3



Computer Bicycle




Tv



ACIVITY

- PRACTICE PRONUNCIATION
- Write about yourself what are the most thing that you used?



Boys & Girls

How many of your friends are boys? How many of your friends are girls?
Draw the boys you know on the left side and the girls you know on the right side.



COUNTRIES AND NATIONALITIES

Country	Nationality
Afghanistan	Afghan
Argentina	Argentine / Argentinean
Australia	Australian
Belgium	Belgian
Bolivia	Bolivian
Brazil	Brazilian
Cambodia	Cambodian
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Costa Rica	Costa Rican
Cuba	Cuban
Denmark	Danish (Dane)
Dominican Republic	Dominican
Ecuador	Ecuadorian
Egypt	Egyptian
El Salvador	Salvadorian
England	English
Ethiopia	Ethiopian
Finland	Finnish
France	French
Germany	German
Ghana	Ghanaian
Greece	Greek
Guatemala	Guatemalan
Haiti	Haitian
Honduras	Honduran

Indonesia	Indonesian
Iran	Iranian
Ireland	Irish
Israel	Israeli
Italy	Italian
Japan	Japanese
Korea	Korean
Mexico	Mexican
Morocco	Moroccan
Netherlands	Dutch
New Zealand	New Zealander
Nicaragua	Nicaraguan
Panama	Panamanian
Paraguay	Paraguayan
Peru	Peruvian
Philippines	Filipino
Poland	Polish
Portugal	Portuguese
Puerto Rico	Puerto Rican
Romania	Romanian
Russia	Russian
Saudi Arabia	Saudi
Spain	Spanish
Sweden	Swedish
Switzerland	Swiss
Taiwan	Taiwanese
Thailand	Thai
Turkey	Turkish
Ukraine	Ukrainian
United States	American *
Uruguay	Uruguayan
Venezuela	Venezuelan

ACTIVITY

- REMEMBER 5 COUNTRIES AND NATIONALITIES
- FIND THE COUNTRIES IN THE CROSSWORD

S	X	N	J	L	G	H	A	K	H	H	Y	J	U	O
P	E	Y	A	T	W	M	A	E	S	H	B	A	D	U
A	Q	N	I	I	E	Q	S	A	I	R	G	U	H	G
N	G	Q	Q	R	V	E	K	E	T	L	T	S	L	T
I	D	E	I	R	N	U	N	V	I	T	X	T	U	N
S	F	C	R	I	U	Z	R	Y	R	O	W	R	M	A
H	A	H	H	M	J	S	T	E	B	A	K	A	Z	E
N	B	C	S	H	A	W	S	H	P	I	S	L	V	R
I	T	A	L	I	A	N	Y	I	S	E	C	I	A	O
A	N	M	N	K	L	U	T	H	A	W	I	A	O	K
F	R	E	N	C	H	O	E	W	S	N	K	N	X	Y
N	A	C	I	X	E	M	P	Z	G	N	D	N	K	V
V	W	P	A	I	N	O	W	A	X	F	L	O	P	I
W	L	S	T	E	S	E	N	A	P	A	J	J	T	R
Q	R	C	C	L	P	Z	A	G	S	J	O	Q	Z	T

- Spain
- China
- The Usa
- Turkey
- Italy
- Britain
- Poland
- Australia
- Japan
- Korea
- France
- Russia
- Germany
- Peru
- Mexico

ORDINAL NUMBERS

TABLE OF ORDINAL NUMBERS

Ordinal numbers from 1 to 1.000.000


1 first	21 twenty-first
2 second	22 twenty-second
3 third	23 twenty-third
4 fourth	24 twenty-fourth
5 fifth	25 twenty-fifth
6 sixth	26 twenty-sixth
7 seventh	27 twenty-seventh
8 eighth	28 twenty-eighth
9 ninth	29 twenty-ninth
10 tenth	30 thirtieth
11 eleventh	31 thirty-first
12 twelfth	40 fortieth
13 thirteenth	50 fiftieth
14 fourteenth	60 sixtieth
15 fifteenth	70 seventieth
16 sixteenth	80 eightieth
17 seventeenth	90 ninetieth
18 eighteenth	100 a/one hundredth
19 nineteenth	1.000 a/one thousandth
20 twentieth	1.000.000 a/one millionth

ACTIVITY


- MATCH WITH THE CORRECT NUMBER.

first	9th
second	3rd
third	1st
fifth	10th
sixth	2nd
eighth	6th
ninth	5th
tenth	8th

ADJECTIVES FOR PHYSICAL DESCRIPTION



Amazing ADJECTIVES





angry	adorable	blaring	big	agreeable
annoyed	aggressive	calm	fat	amused
anxious	annoying	deafening	gigantic	brave
arrogant	beautiful	gentle	great	charming
ashamed	clumsy	loud	high	cheerful
bored	confident	noisy	huge	courageous
clumsy	considerate	peaceful	immense	delightful
confused	excitable	relaxed	large	determined
creepy	firm	restful	little	eager
cruel	glamorous	silent	mammoth	energetic
depressed	grumpy	still	massive	enthusiastic
disgusting	helpful	tranquil	miniature	friendly
embarrassed	handsome	quiet	petite	gentle
envious	important		short	happy
fierce	kind		skinny	helpful
foolish	moody		small	jolly
grumpy	pretty		tall	lively
hungry	talented		tiny	perfect
jealous	thoughtful		wide	pleasant
lazy	thoughtless			proud
lonely				relieved
mysterious				successful
nervous				thoughtful
thoughtless				

FEELINGS

PEOPLE

SIZE

FEELINGS

ACTIVITY

- DESCRIBE YOUR CLASSMATE.
- DESCRIBE THIS FAMOUS PEOPLE.





LIKES AND DISLIKES

😊😊 = LOVE 😊 = LIKE

😞 = DON'T LIKE (I- YOU-WE-THEY), DOESN'T LIKE (HE-SHE-IT), DISLIKE

😞😞 = HATE

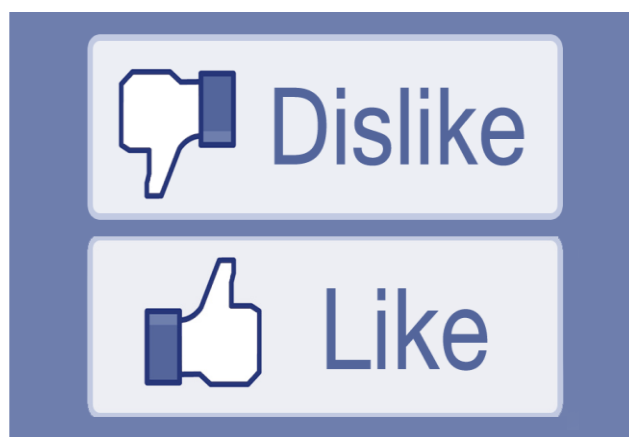
I love learning English.

I like dancing.

I don't like playing video-games.

She doesn't like to cook

I hate writing letters.



ACTIVITY

- MATCH THE THINGS THAT YOU LIKE TO DO

Go to the mall with friends

Chat with my friends

Study English

Go to the pool

Watch tv

Go to the beach

Travel to another country

Make new friends

Do the homeworks

Wash the dishes

Clean my room

