UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística

EDUCATIONAL PROJECT

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

TOPIC:

Basic Strategic Vocabulary to improve the oral production and the pronunciation of the students.

PROPOSAL:

Design and application of a booklet with vocabulary exercises to enhance the pronunciation and speaking skills.

RESEARCHERS:

Robles Rodríguez Elizabeth Michelle
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DIRECTED BY:
MSc. EDUARDO TORRES

GUAYAQUIL-ECUADOR
2016

UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación

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DEDICATION

This work is dedicated to our dear tutor

Lcda. Eduardo Torres MSc.

A great human being who with her knowledge and wisdom has guided us in developing this project, a person with no material interest, driven only by her vocation as a professor, worker and her desire to teach.

Thank you very much, professor and friend for your entrepreneurship and collaboration.

Robles Rodríguez Elizabeth Michelle &

Atiencia Andrade Martha Marianela

ACKNOWLEDGEMENT

We want to first thank God for being our strength and allowing us to be here. To our parents for their support, advice and love.

Our dear sons Bryan & Iker who fill our days with happiness, with smiles and give us the strength to continue fighting and achieve everything We´ve ever tried, with them beside us.

To all our professors at the School of Languages for their teachings, their friendship and support, to our tutor MSc. EduardoTorres; is also a good friend and a great professor, thank you very much for your patience.

In general all those people who always believed in us and encouraged us to obtain this goal.

Thanks a lot

Robles Rodríguez Elizabeth Michelle &

Atiencia Andrade Martha Marianela

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RESUMEN: Tema: VOCABULARIO ESTRATÉGICO BÁSICO PARA MEJORAR LA PRODUCCIÓN ORAL Y LA PRONUNCIACIÓN DE LOS ALUMNOS. Propuesta: DISEÑO Y APLICACIÓN DE UN FOLLETO CON EJERCICIOS DE VOCABULARIO PARA MEJORAR LA PRONUNCIACIÓN Y LA HABILIDAD DEL HABLA. Este es el trabajo de una investigación realizada y desarrollada, y va en relación con los procesos de aprendizaje del idioma inglés con los estudiantes de séptimo año de básica, se centró específicamente en la mejora de su pronunciación y expresión oral. El problema se relaciona con el bajo estímulo para el Aprendizaje del Inglés Básico y se observó mientras estábamos realizando nuestras prácticas docentes. La importancia de este proyecto es el beneficio que tendrá en el desarrollo de los estudiantes como para su logro académico, se ha diseñado teniendo en cuenta los argumentos expuestos anteriormente, con la intención de generar un proceso de cambio y proporcionar una herramienta de gran valor para los estudiantes y la Institución, con nuestra propuesta se beneficiarán los profesores de inglés en el proceso de enseñanza en las futuras generaciones. Para la elaboración del presente proyecto, hemos desarrollado teóricamente las variables que son Independiente: Vocabulario Estratégico Básico y Dependiente: Mejora de la producción oral y la pronunciación así como aumentar su vocabulario y la comunicación en este idioma. En cuanto a la metodología aplicada, el presente trabajo se considera como una investigación bibliográfica porque investigamos diferentes situaciones reales en el campo educativo que tiene similitudes con nuestro proyecto. Una vez, obtuvimos los resultados como un efecto de los instrumentos de investigación aplicada, que fueron tabulados y analizados y finalmente se obtuvieron las conclusiones y recomendaciones que nos llevaron al diseño y aplicación de un cuadernillo con ejercicios de vocabulario para mejorar la pronunciación y expresión oral correspondientes. El uso preciso de este manual ayudará a los estudiantes en la mejora de su producción oral debido al hecho de que van a mejorar su habilidad de hablar a través de, para que puedan avanzar en su proceso de aprendizaje.

VOCABULARIO	PRODUCCIÓN ORAL	PRONUNCIACIÓN
No. DE REGISTRO:		**No. DE CLASIFICACIÓN:**

AUTHORS: Robles Rodríguez Elizabeth Michelle & Atiencia Andrade Martha Marianela	TUTOR: MSc. Eduardo Torres
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ABSTRACT: Topic: BASIC STRATEGIC VOCABULARY TO IMPROVE THE ORAL PRODUCTION AND THE PRONUNCIATION OF THE STUDENTS. Proposal: DESIGN AND APPLICATION OF A BOOKLET WITH VOCABULARY EXERCISES TO ENHANCE THE PRONUNCIATION AND SPEAKING SKILLS. This document is the work of a research performed and developed at, related to the English learning processes with the students of seventh basic school year, specifically focused on the improvement of their pronunciation and speaking skills. The problem was related with the low encouragement for the Basic English Learning and was observed while we were performing our teaching practices. The importance of this project is the benefit that will have in the developing of the students as for their scholastic accomplishment, it has been designed taking in consideration the arguments previously exposed with intention to generate a process of change and provide a tool of great value for the students and the Institution, our proposal will benefit English teachers in teaching process in future generations. For elaborating the present project we developed the variables theoretically which are Independent: Basic Strategic Vocabulary and Dependent: Improvement of the oral production and pronunciation to increase their vocabulary and the communication in this language. Related to the methodology applied, the present work is considered as a bibliographic research because we investigated different real situations in the educational field which have similarities with our project. Once, we obtained the results as an effect of the applied research instruments, they were tabulated and analyzed and finally we obtained the corresponding conclusions and recommendations that brought us to the Design and application of a booklet with vocabulary exercises to enhance the pronunciation and speaking skills. The precise use of this handbook will help the students in enhancing their oral production due to the fact that they will improve their speaking skill through, so that they can make progress in their learning process**.**

VOCABULARY	ORAL PRODUCTION	PRONUNCIATION

RECORD NUMBER:		CLASSIFICATION NUMBER:	
URL:			
PDF ATTACHED:	x YES	NO	
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Master
Silvia Moy – Sang Castro
DECANO DE LA FACULTAD DE FILOSOFÍA, LETRASY CIENCIAS
DE LA EDUCACION
Ciudad

De mis consideraciones:

En virtud de la designación emitido por la Dirección de la Escuela de Lenguas y Lingüística, Facultad de Filosofía, Letras y Ciencias de la Educación, en la cual se me nombró Consultora de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que el grupo integrado por:

ROBLES RODRÍGUEZ ELIZABETH MICHELLE - ATIENCIA ANDRADE MARTHA MARIANELA
Diseñó y ejecutó el proyecto con el tema:
BASIC STRATEGIC VOCABULARY TO IMPROVE THE ORAL PRODUCTION AND THE PRONUNCIATION OF THE STUDENTS.

Con la propuesta:
DESIGN AND APPLICATION OF A BOOKLET WITH VOCABULARY EXERCISES TO ENHANCE THE PRONUNCIATION AND SPEAKING SKILLS.

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

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

-

Muy atentamente,

MSc. Eduardo Torres
PROFESORA – ASESORA

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA

THEME: Basic Strategic Vocabulary to improve the oral production and the pronunciation of the students. **PROPOSAL**: Design And Application Of A Booklet With Vocabulary Exercises To Enhance The Pronunciation And Speaking Skills.

Researchers: Robles Rodríguez Elizabeth Michelle
Atiencia Andrade Martha Marianela

Advisor: MSc. Eduardo Torres

ABSTRACT

This document is the work of a research performed and developed at, related to the English learning processes with the students of seventh basic school year, specifically focused on the improvement of their pronunciation and speaking skills. The problem was related with the low encouragement for the Basic English Learning and was observed while we were performing our teaching practices. The importance of this project is the benefit that will have in the developing of the students as for their scholastic accomplishment, it has been designed taking in consideration the arguments previously exposed with intention to generate a process of change and provide a tool of great value for the students and the Institution, our proposal will benefit English teachers in teaching process in future generations. For elaborating the present project we developed the variables theoretically which are Independent: Basic Strategic Vocabulary and Dependent: Improvement of the oral production and pronunciation to increase their vocabulary and the communication in this language. Related to the methodology applied, this investigation is considered as a bibliographic research because we investigated different real situations in the educational field which have similarities with our project. Once, we obtained the results as an effect of the applied research instruments, they were tabulated and analyzed and finally we obtained the corresponding conclusions and recommendations that brought us to the Design and application of a booklet with vocabulary exercises to enhance the pronunciation and speaking skills. The precise use of this handbook will help the students in enhancing their oral production due to the fact that they will improve their speaking skill through, so that they can make progress in their learning process.

VOCABULARY	**ORAL PRODUCTION**
PRONUNCIATION	

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA

THEME: Vocabulario estratégico básico para mejorar la producción oral y la pronunciación de los estudiantes. **PROPOSAL**: Diseño y aplicación de un folleto con ejercicios de vocabulario para mejorar las habilidades de pronunciación y pronunciación.

Researchers: Robles Rodríguez Elizabeth Michelle
Atiencia Andrade Martha Marianela

Advisor: MSc. Eduardo Torres

RESUMEN

Este documento es el trabajo de una investigación realizada y desarrollada en la Escuela Pública Humberto García Ortíz, relacionada con los procesos de aprendizaje del inglés con los estudiantes del séptimo año escolar básico, específicamente enfocada en la mejora de sus habilidades de pronunciación y habla. El problema se relacionó con el bajo estímulo para el Aprendizaje Básico de Inglés y se observó mientras realizábamos nuestras prácticas de enseñanza. La importancia de este proyecto es el beneficio que tendrá en el desarrollo de los estudiantes en cuanto a su logro escolar, se ha diseñado teniendo en cuenta los argumentos expuestos anteriormente con la intención de generar un proceso de cambio y proporcionar una herramienta de gran valor para los estudiantes y la Institución, nuestra propuesta beneficiará a los profesores de inglés en el proceso de enseñanza en las generaciones futuras. Para la elaboración del presente proyecto desarrollamos las variables teóricamente independientes: Vocabulario Estratégico Básico y Dependiente: Mejora de la producción oral y pronunciación para aumentar su vocabulario y la comunicación en este idioma. En relación con la metodología aplicada, esta investigación se considera una investigación bibliográfica porque investigamos diferentes situaciones reales en el campo educativo que tienen similitudes con nuestro proyecto. Una vez, obtuvimos los resultados como un efecto de los instrumentos de investigación aplicada, se tabularon y analizaron y finalmente obtuvimos las conclusiones y recomendaciones correspondientes que nos llevaron al Diseño y aplicación de un folleto con ejercicios de vocabulario para mejorar la pronunciación y las habilidades para hablar . El uso preciso de este manual ayudará a los estudiantes a mejorar su producción oral debido a que mejorarán sus habilidades para hablar, de modo que puedan progresar en su proceso de aprendizaje.
VOCABULARIO   PRONUNCIACION   ORAL   PRONUNCIACION

INTRODUCTION

Nowadays people are living the new facts of the life. Few students like to read and write, they prefer to watch videos, listen to music or work in a personal computer because all the works done in it are quick, and they can correct any mistakes without spending time or material. The lack of basic vocabulary and the oral production make a very low performance of the students due to the scarcity of didactic material; this makes the students who cannot work with a good motivation to increase their speaking skills. Furthermore the teacher wastes time and creates a boring classroom environment. It is tested that knowledge comes by doing activities and it is never forgotten, therefore if a new visual material is applied, the students will achieve a better learning.

It is necessary that from the earlier age, the children whose parents let them to learn English, the learning should be evolved with visual aids, since it permits a pleasant and fast learning. With the presentation of this work we are sure students will improve their English Vocabulary through a didactical booklet that has been applied in written and oral exercises and also to reinforce their comprehension and oral production.

This project took during the school year 2015 – 2016 and its conclusions and recommendations will be considered in the future.

This proposal will help to improve performance, seeing that students will be able to develop their oral production accurately because the adequate vocabulary provided, so that their academic progress will get better and the prestige of the institution as well.

By the way this project has the following characteristics: clear, specific, evident, relevant, original and the most important feasible.

This project is divided in five chapters:

CHAPTER I.- The problem, outline of the problem, delimitation of the problem, formulation of the problem, variables, objectives, evaluation of the problem and justification.

CHAPTER II.- Theoretical frame, speaking, oral production, speaking strategies, the speaking process, legal aspect, variables, glossary.

CHAPTER III.- Methodology, types of research, field research, feasible project, techniques of research, sample and sampling, procedure of investigation.

CHAPTER IV.- Analysis of results, charts, graphics, conclusions, recommendations.

CHAPTER V.- Proposal, justification, diagnosis, theoretical foundations of the proposal, legal frame, objectives of the proposal, feasibility of the proposal, sectorial location, description of the proposal, conclusion, beneficiaries, social impact.

CHAPTER I

THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the problem

The problem related to the lack of Basic Vocabulary encouragement for developing the oral production for the Basic English Learning was observed while we were performing our teaching practices, its main authority is: Lcdo. Carlos López Ulloa, MSc; this School of Basic Education is located in Lote Alegría mz.1530 s.1 Kilometro 8.5 via a Daule, this school has about 400 students and 8 teachers of the several teaching areas.

Very few resources schools for teaching English, and scarce of knowledge on the new methods and vocabulary techniques, produce unmotivated kids; besides of the learning of the same topics over and over without any kind of technological or ludic innovation.

Low parent´s concerns in their kids´ English learning process make a difficult task to achieve. It is because of a lack of knowledge in English which does not allow the kid´s English learning at home.

Educational Institution should work on it. Up to now no directive or teacher has been involved to solve this problem.

We had a talk with the principal and the teachers of the school to whom we explained the situation, and also we proposed them to work in a project in order to stop the problem, and finally they agreed with us.

Conflict situation

Nowadays there is an English teacher for the entire school and the pupils do not have the basic interest for learning English, that is to say neither the authority of the school nor the teacher have been able to face this big problem harming the students who do want to learn at least an elementary vocabulary in English.

Additionally the scarce of didactic materials does not let the students be engaged with the normal activities of the class and the learning of several topics over and over, year after year, therefore they are usually bored.

Lack of funds for the acquisition of updated educational resources makes English language teaching inefficient to develop students 'skills, specifically speaking. Directive and teachers have pointed out that, speaking skills development imply self-management activities, which they unfortunately cannot achieve.

Causes and Effects

Figure # 1

Causes	Effects
Teachers apply traditional methodology.	Students do not have an effective learning.
Low interest of the students.	They do not pay attention to the English class.
Teachers do not make students develop oral communication.	Students do not participate in class.
Lack of active strategies to motivate vocabulary learning.	Students do not improve their academic progress.

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha .

DELIMITATION OF THE PROBLEM

Field : Educative Basic Level.

Area : Foreign Language – English.

Aspect : Pedagogical.

Topic : Basic Strategic Vocabulary to improve the oral production and the pronunciation of the students.

FORMULATION OF THE PROBLEM

How will the Basic Strategic Vocabulary improve the oral production and the pronunciation of the students public school during the school year 2015 – 2016?

VARIABLES

Independent

❖ Basic Strategic Vocabulary.

Dependent

❖ Improvement of the oral production and pronunciation.

OBJECTIVES

General

❖ To determine the importance of the Basic English Vocabulary for enhancing the oral production and the pronunciation of the students school year 2015 – 2016.

Specific

❖ To diagnose the students' English level.

❖ To encourage students to practice the English Language using Basic Vocabulary. To elaborate the didactic materials.

❖ To apply the innovative techniques correctly.

EVALUATION OF THE PROBLEM.

Clear: This project is clear because we will use a simple and understandable vocabulary, comprehensive grammar, easy handing concordance and additional aids.

Specific: The investigation referred us to one specific situation; the background and elements without generalizing the grade and section or the social class of the students.

Evident: Lack of vocabulary learning in our context is still causing failures during the development of educational activities in many public schools, is not the exception, our proposal is going to enhance the students' learning level.

Relevant: This project is relevant because, children will be able to learn English in an easy way with games and these can be applied in the school with their schoolmates.

Feasible: Authority and teachers of the school are very interested in improving Basic English Vocabulary; therefore they are committed to support the investigation and implementation of our project.

Original: This work may have similarities to others in the general context; however its application is referred to a particular problem in the school; moreover it will be applied for the first time in this institution.

JUSTIFICATION

We decided to do this project because of different reasons that highlight the importance of Vocabulary, such as warm up, prepare pupils for other topics, reinforcement, oral practice, several activities in the class or provide students opportunity for having dynamic participation and pleasant class.

Pupils learn more when they do things by themselves. They feel that they do not memorize, they prefer to learn through vocabulary techniques in order to develop their skills and learn English effectively.

By applying new techniques with the use of innovate didactic material, the pupils will increase their interest for the English learning.

This resource is very useful in the Teaching – Learning process even when it is used with an interactive technique as the Ludic, where the students will always be encouraged to participate in their classes.

The beneficiaries will be the students, the teachers and the authority, because the pupils will improve and learn English in an interactive way, and the institution will have more prestige than before.

The importance of this project consists on the concern of English teachers, who do not just follow a textbook; they also create their own activities and need to apply motivational techniques, moreover it will have in the developing of the students as for their scholar accomplishment.

As a consequence, applying motivational techniques are very important for the society and the institution for achieving an effective English learning.

CHAPTER II

THEORETICAL FRAMEWORK

Background of the study

When looking up in the library of the Faculty of Philosophy about this topic, we could notice that there were some projects about Basic Vocabulary and they have been performed from another point of view, besides it has been considered another educational institution. On the other hand any other English project has been applied at Public School, therefore we consider that our work is completely original.

In order that the Theoretical Framework, is going to be developed considering the following foundation: Theoretical.

Theoretical Foundation

Vocabulary

Vocabulary is all about words — the words in a language or a special set of words you are trying to learn.

First used in the 1500s to mean a list of words with explanations, the noun vocabulary came to refer to the "range of language of a person or group" about two hundred years later. A lot of hobbies, like fishing or knitting, require that you learn their unique vocabulary before you can get the most out of them. If you're in a rush, vocab is a faster way to say vocabulary, according to HAZLITT H. (2005)

> **A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge**

of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the topic. (pg. 118)

The correct use of vocabulary is important in everybody´s life since without good use of words communication wouldn´t be effective enough. Some teachers think that vocabulary doesn´t take an important role in the student´s learning process but they are totally mistaken. We as teachers must think of easy but fun ways to teach vocabulary so that students do not feel stressed out at the end of our classes.

IMPORTANCE

The learning of new words is only significant when students realize how useful these words are in their daily communication. It´s not only how many words they learn every class but how meaningful they are for the students throughout their learning process.

The purpose of learning new words should be to use them in the right moment at the right time and consider them as tools for developing good communication.

We need to compare the words we already know with the words we are going to learn so that we identify which words are meaningful for us and which are not.

Twain M. (1874) said **"the difference between the right word and the almost right word is the difference between lightning and a lightning bug."(pg. 302)** So that it is necessary to have an accurate and effective set of words to be employed then to work with them in an isolated form, so when putting your vocabulary into practice you make your production alive.

One example of the use of meaningful vocabulary is the dystopian novel written by George Orwell in 1984, which sets the story in the future and the words used in this novel let us go through the future just by reading some parts of it, this is how significant vocabulary should be and words must be described.

VOCABULARY TECHNIQUES

Wittgenstein L. (1938) said **"The limits of my language are the limits of my mind. All I know is what I have words for." (pg 101)** if we feed our knowledge of vocabulary there will not be any impossible to us.

Vocabulary is a very important area to be considered in learning any language and even more important for the learners of English. First we need to be aware of the structure of our mother tongue and then we can understand new words in any other language.

Below we have some techniques in order to learn vocabulary:

1. **Write, Look, Cover, Repeat. (WLCR)**

It is important to have a notebook in which we can write the new words we might encounter with, then we need to try to memorize them by repeating them until we internalize them.

Supercharging our WLCR

We can add new words all the time until we have a list of words which we need to work with by writing different sentences.

Another way of learning vocabulary is by recording the new words and using them in our daily life improving our pronunciation each time.

Also it is a good idea to highlight some new words we might encounter and write next to them either they are nouns, adjectives, adverbs, etc.

2. Get them all.

In this technique, we need to have a dictionary with us all the time, or even better we can use our smartphones to find meaning of words we don´t know. In case we forget the meaning of the words we make a list and next to the words we write the source so that there is a very tight connection between the source and the new words.

3. **Flashcarding**

This is a very good technique for visual learners, since we can make some flashcards with the drawings on one side and the word on the other side so that students get familiar with the image and the word at the same time; in this technique is a good idea to use colors when writing the words since they become more appealing for students. This technique is more effective than WLCR.

4. **Words in Context**

Another good technique is to get the meaning of words through context and in this way the learning of the new words is more significant for the students since they can relate the words to their real life experiences.

To be immersed in the place where the language is spoken it is really useful since we listen to real language all the time and we are exposed to the daily real situations such as in a store, in a park, in a hospital, among others.

5. **Stickies Everywhere**

In this technique, we write the new words on pieces of cardboard and put the inside some plastic envelopes so that they don´t get dirty or wet and we can stick them everywhere.

6. **Study Linguistics**

This technique is based on becoming familiar with the origin of the words since we must consider the word formation starting with the word roots and then we can make up new words by adding either prefixes or suffixes.

Vocabulary must help students learn new words to be better readers in such a way that they become meaningful to students.

Tips for developing Basic English Vocabulary

Another good technique for the learning of new words is by using different games in which these new words must be put into practice, besides these words in the games are useful in everyday communication.

Some advantages of using games in our classes are:

❖ They can be used as icebreakers.

❖ Students feel motivated.

❖ Classes are more challenging.

❖ They make the learning of new words much more meaningful.

❖ The students can use the four skills which are listening, speaking, reading and writing.

❖ Students feel encouraged to participate in class.

Speaking

Definition

Dilan B. (1978) said **"I'm speaking for all of us. I'm the spokesman for a generation." (page 26)**; so we must be our own spokesmen or spokeswomen in our lives and teach our children the same.

Speaking is important in any language since it is the productive way to communicate and we can express our feelings with it. This speaking could be formal, informal, spontaneous, encouraging, and fun.

Speaking has to be meaningful since it is not only understand what the other person said for us to answer, but also is necessary to know why we use speaking.

Speaking involves grammar, vocabulary, pronunciation, stress, accent, intonation among other things. Speaking immerses in every situation of our daily lives.

Importance of developing speaking in class.

Salladay T. (1990) said **"It's not how strongly you feel about your topic, it's how strongly they feel about your topic after you speak" (page 311)** we must improve our speaking skills to have a better kind of communication to everyone.

Speaking means sharing ideas, opinions and thoughts one another.

Speaking is considered very important while learning any language since through speaking we can express our feelings, thoughts and ideas, therefore it´s important to reinforce this skill in our students so that they would be able to communicate.

The real goal of any language is communication and the objective of speaking is to promote communication among people, and in the case of schools, it is important among teacher and students. Speaking is more

valued by students than any other skill, since with this they will be able to say what they feel and how they feel.

People who are not aware of the importance of English should get familiar with the use of the language so that it becomes meaningful to them.

Characteristics of speaking

"A speaker's skills and speech habits have an impact on the success of any exchange" (page 54) said Van Duzer E, (1997).

Speakers must manage various elements such as: taking turns, rephrasing, giving feedback and redirecting. There are many situations in which the use of English is relevant, for example: in a store, in an airport, in a restaurant among others.

However for practicing speaking in a better way, we must consider motivation as a process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Internal state or condition that activates behavior and gives it direction, influence of needs and desires on the intensity and direction of behavior, according to HANSEN M. (1988)

> **Don't wait until everything is just right. It will never be perfect. There will always be challenges, obstacles and less than perfect conditions. So what. Get started now. With each step you take, you will grow stronger, more and more skilled, more and more self-confident and more and more successful. (pg. 56)**

In our opinion, we must motivate the students each class to learn more vocabulary and encourage them to practice it all the time, this way they will dominate much more the different meanings of the words soon and they could apply them in their own paragraphs.

Motivation results from the interaction of both conscious and unconscious factors such as:

❖ The intensity of desire or need.

❖ Incentive or reward value of the goal.

❖ Expectations of the individual and of his or her peers.

These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class, HOLTZ L. (1989) said **"your talent determines what you can do. Your motivation determines how much you are willing to do. Your attitude determines how well you do it." (pg. 32)**

In our opinion we have to motivate the students every day because they need to learn this foreign language by themselves, maybe the educational system could be much better and our students would have a better preparation in the future; so that motivation plays an important role when we refer to the development of speaking, we need to remember that speaking is connected to the other skills and the good performance of it reflects in the other skills.

The previous suggestions infer that students must be involved in their own learning according to the theory of Constructivism which is based on observation and scientific study about how people learn. Piaget J. (1962) said **"the principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done".** Experience is an important thing while we are teaching our students since we can use this prior knowledge in order to get the best from them, also by experiencing and reflecting on those experiences gotten by us.

The best way to understand what constructivism is should be by seeing examples of it at work, speaking with others about it, and trying it yourself.

The purpose of this project is to consider the speaking skill and the whole language from the perspective of the constructivism theory which states the human beings acquire knowledge by building it from the inside in interaction with the environment and research.

More specifically, this project intends, according to the constructivism, concerning the relationship between scientific and cognitive process; to show that speaking skill and the whole language movement is part of a larger revolution in thinking about learning and teaching, and enable whole language advocates to explain, evaluate and improve upon their beliefs and practices on the basis of a scientific, explanatory theory about how children acquire knowledge.

Speaking Strategies and activities

Speaking activities and strategies have to be considered according to the level and needs of the students, for example: if they have a basic level, they could work with role plays and simulations, and if they have a higher level, they could work with more complex activities such as debates, expositions among others.

Some questions could include the following:

❖ Review the language.

❖ Pair work or small groups.

❖ Monitoring and

❖ Feedback

There are some areas that we as teachers must be aware of and these are:

❖ Mechanics which has to do with pronunciation, vocabulary, grammar and word order.

❖ Functions which has to do with transaction or interaction.

❖ Social-Cultural roles and norms which have to do with turn taking, roles of participants and social register.

Many English students claim that they don't feel confident enough to join a conversation for several reasons and these are:

❖ Students tend to translate a lot from their native language into English.

❖ Nervousness, and lack of confidence don´t allow a proper production.

❖ Incorrect use of words.

❖ There is no chance for students to practice the language inside and outside the classroom.

❖ Students don´t feel confident to speak to their classmates.

❖ Exams only include grammar, vocabulary and not an active use of the language.

❖ Students think that everyone will remember all the times that they get something wrong, and the other students will never let them forget it! Pupils might even be looking for loopholes and failures in their conversations. When students find them, they shall be berated gleefully, and when the students don't find them, they will be labeled like a "know-it-all."

The first rule for improving speaking skills is to speak, converse, talk, grab, and participate in class as much as you can.

The Speaking Process

Pre – Speaking.

Speaking is a process in which its perceptions change all the time, also by speaking each person acquires new information, and the language to be used changes.

In speaking, we must consider activities before, during and after the learning process and in each phase people must include different things, for instance; before speaking they could determine the actual content of the message, and what kind of audience will be hearing the audience, while speaking they need to consider clear message, tone of voice, suitable vocabulary, possible responses, the environment and nonverbal gestures, after speaking they could accept comments, answer questions, explain not understood concepts and assess the process.

Pre-speaking: Planning and Organizing.

Pre-speaking begins before students actually speak since they share experiences, observe and interact inside and outside the classroom. Some activities involve reflection and provide opportunities for students to plan and organize. The purposes for pre-speaking are:

❖ To choose a topic, the activities could be: to construct thought webs and graphic organizers, to read and research, to listen to music, to view a video, to listen to a speaker, to jot down ideas and to reflect upon personal experience.

❖ To determine purpose, it means to express ideas, emotions opinions and share information.

❖ To determine audience, being this familiar, extended to known audiences and extended to unknown audiences.

❖ To determine format, in order to consider ideas and information. These formats could be: conversation, discussion, formal speech, dramatic presentation, monologue, and reader's theatre.

While Speaking.

When students get confidence in the pre-speaking activities they will be able to talk in public using their own ideas and information.   There are formal and informal speaking situations in which students can be engaged in depending on the specific purpose. These purposes could be: to express personal feelings, ideas or points of view; to tell a story; to entertain or amuse; to describe; to inform or explain; to request; to inquire or question; to clarify thinking; to explore and experiment with a variety of ideas and formats; and converse and discuss.

Speaking also includes:

❖ To discuss or develop with students criteria to use either formal or informal speaking formats.

❖ To model a variety of formal and informal speaking formats for students.

❖ To use audio and video equipment in order to practice conversation topics.

Post-speaking: A time for reflection and setting goals.

After the speaking process it is important to make students think and reflect about their performance, the teacher must give them feedback in such a way that they don't feel embarrassed about it.

Listed below there are some post-speaking activities:

❖ To reflect upon performance, it means to let students know about their speaking ability.

❖ To set goals for improvement, to make students aware of their improvement when they speak.

While reflection time, some peers are invited to comment given guided specific questions which need to be determined by the teacher or may take the form of conversation between peers.

Suggestions for promoting speaking in the classroom.

There are some techniques that teachers can use to minimize students´ anxiety and to make the development as efficient and practical as possible and these are:

❖ Creating different contexts to increase vocabulary.

❖ Providing scaffolding and supporting for each context to be aware of the appropriate vocabulary being used.

❖ Avoiding excessive correction because the students could feel anxious and embarrassed.

❖ Giving students the opportunity to respond to questions anytime they arise.

❖ Developing routines using scripts with greetings, compliments among others.

❖ Using gestures to make meaning of words clear.

❖ Making it fun.

Pronunciation

Definition

Pronunciation is how we say words or phrases taking into consideration intonation, rhythm, accent, stress and the linking of words. Here does not matter what your dialect is but the way you communicate and say things with different speech, voice orders, ethnic groups, their social class or education.

Graham A. (1898) said:

Ordinary people who know nothing of phonetics or elocution have difficulties in understanding slow speech composed of perfect sounds, while they have no difficulty in comprehending an imperfect gabble if only the accent and rhythm are natural. (page 110).

In our opinion we must learn to pronounce correctly and we can enjoy a better communication among us.

Other aspects to be considered for pronouncing are:

Intonation and Stress.

Correct intonation and stress is relevant while communicating in English fluently and accurately. While we are speaking we must keep the rhythm of the language that is with the right stress and intonation because by pronouncing well we express our feelings and emotions. We must put emphasis on the content words rather than the function words.

Suggestions for improving the pronunciation.

1. **Decide what kind of accent you would like to speak with.**

It´s up to you whether you want to speak using American or British accent which are completely different, and they have some words that are spelled differently as well. The pronunciation patterns are different as well.

2. **Learn the IPA and the individual sounds of English.**

The International Phonetic Alphabet IPA is a collection of symbols that help us pronounce correctly and we can associate some words in order to pronounce them better day by day.

3. **When you learn a new word, learn how to pronounce it correctly.**

The importance of pronouncing words in the correct way is huge since if we start saying words incorrectly we will never say them the way it should be so that is way IPA is important.

For example, let's say you see a new word when you are reading a book: *outrageous*. How do you pronounce this word? Let's check in two dictionaries recommended specifically for English learners.

4. Try to imitate spoken English.

Imitating means copying someone or something in such a way that it´s similar to the real one, so that is how we improve our accent, pronunciation, intonation and rhythm.

Using Games

If you want to have a fun class you must use games. Lee W. (1979) said that **"Most languages games make learners use the language instead of thinking about learning the correct forms"** another author, Amato R. (1997) said "games add diversion to the regular classroom activities, break the ice and are used to introduce new ideas".

When to use games?

Games are very good warm-up activities in order to begin our classes. However, Lee said (1975) **"A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do; games ought to be the heart of teaching foreign languages"** page 139.

How to choose games?

We must have in mind these factors:

- ❖ Fun but meaningful

- ❖ Friendly competition

- ❖ Students must be interested and engaged.

- ❖ Use of language.

- ❖ Learn, practice or review different language material.

General benefits of games.

Affective

❖ To encourage creative and spontaneous use of language.

❖ To promote communicative competence.

❖ To motivate.

❖ To have fun classes.

Cognitive

❖ To reinforce.

❖ To review.

❖ To focus on grammar communicatively.

Dynamic class

❖ Students are always centered.

❖ Teachers are facilitators.

❖ Whole class participates.

❖ Healthy competition promotion.

Adaptability

❖ Age, levels and interest are considered.

❖ The four skills are involved.

❖ Preparation and development are minimum.

Some Advice

❖ Teachers should be careful to find the games that are suitable for their ages.

❖ Teachers should not interrupt students in order to correct mistakes.

❖ Teachers should include all the students in the speaking process.

❖ Teachers must know if the game would be good or not.

❖ Teachers should give clear instructions so all students understand what they have to do.

LEGAL ASPECT

Our project is based on The Constitution of the Republic of Ecuador and the LOEI:

Art. 26

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 26

Education is a right of the people throughout their lives and a duty of the State inescapable and inexcusable. It is a priority area of public policy and government investment, guarantee equality and social inclusion and an essential condition for the good life. People, families and society have the right and the responsibility to participate in the educational process.

Art. 29

El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural.

Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

Art. 29

The State shall guarantee the freedom of education, freedom of teaching in higher education, and the right of people to learn in their own language and cultural field.

Mothers and fathers or their representatives have the freedom to choose for their children an education consistent with their principles, beliefs and pedagogical choices.

Variables
Independent Variable
Vocabulary is all about the words – the words in a language or a special set of words you are trying to learn. Students need to handle a wide range of lexical set to achieve their learning objectives.

Dependent Variable

Speaking is to say something in order to convey information, an opinion or a feeling, is also to communicate or be able to communicate in a specific language. Related to learning a foreign language is a fundamental active skill to be developed during the process.

Glossary

Development: Change, growth or improvement over a period of time. A new event that changes a situation.

Diagnosis: To make a diagnosis of a disease, a problem, a careful examination and analysis of the facts in an attempt to understand or explain something.

Evaluate: To think carefully about something before you make a judgment about its value, importance and quality.

Foreign: From another country, or in another country. Dealing with or relating to other countries.

Guide: A book that guides information. Something or someone that helps you to make a judgment about something. Someone whose job is to give information to people who are visiting a place.

Improvement: The state of being better than before, or the process of making something better than it was before. A change that you make to something in order to make it better.

Innovation: A new idea or piece of equipment, or the use of new ideas.

Institution: A large organization such as a bank, hospital, university

A hospital or other building were people are taken care o for a long time.

Knowledge: What you know, or what is known about a particular subject.

Learning game: Activity that you take part in for fun, usually one that has rules and we can learn something playing it.

Method: A way of doing something, specially a planned or established way.

Motivation: A feeling of enthusiasm about something or a feeling of determination to do something.

Educative Project: An organized attempt to achieve a goal in education.

Pupil: Pupil: Someone is being taught. (student)

Scholastic: Connected with schools, teaching or studying.

Teaching method: A way of doing something, specially a planned or established way.

Technique: Technique: A method of doing something using a special skill that you have developed.

CHAPTER III

METHODOLOGY

Design of the Research

Our project has been developed in the scientific research, to get the samples, survey, questionnaires, and interviews, to obtain the necessary information to create the proposal.

In our investigation project we will use methods that outline premeditation in the exchange of approaches to select, organize, the procedures and resources that allow us in a functional way, to get the proposed objective. (Catthoor F, 1998)

We have looked up in books, dictionaries, internet, and different topics of the Theoretical Framework. For doing this investigation, the work has been coordinated among the students, teacher, parents and us, because through the techniques of investigation we applied, we realized which the objectives to develop step by step were.

This kind of research present the following characteristics:

❖ This research is a planned process, of observation, evolution,

   action and reflection to improve the educative practice towards

   the innovation of the education.

❖ The study and description of books.

❖ Analyzes several features, since the impact that the students' way

   of sitting has in the learning.

❖ An orderly procedure or process.

❖ Use the exploration and observation.

Types of Research

There are different types of research, but we have considered the following:

Field Research

This has to do with creation and collection of real information depending on the operation in each organization. In this stage we determine accurate data.

Data is actually gathered after getting the information needed. This research technique is treated as the primary research approach. (Morozova Y, 2008)

This project is based on a field research because by means of the observation, we detected the problem related to the low interest of the students for the English Learning and the very few resources school for teaching English.

Bibliographical Research

We need to include the bibliography in order to find in this the resource where can get the information, taking into consideration all the materials to be used in class. It can also involve meticulous descriptions of the physical features of books, including the paper, binding, printing, typography, and production processes used, to help establish such facts as printing dates and authenticity.

In our case we look up different sources: books, magazines, web pages, etc.

Feasible Project

The feasibility project is a statement, and an exploration. It challenges its own feasibility by using the sparest of language and design to convey signals sent from moments of deep complexity. It can also infer that the research is possible because of the presence of some factors like the permission from the authorities and the necessary budget for developing it.

Levels of the Research

This investigation is considered in three different levels: exploratory, descriptive and explanatory.

Exploratory

The research provides details where very little information exists. Hereby there are methods such as trial studies, interviews, group discussions, experiments or other tactics for the purpose of getting information. (Greef E, 1998).

Descriptive

A descriptive investigation is a scientific investigation that collects data which measures or describes objects or events, it collects qualitative and quantitative data, it includes a question, but no hypothesis.

We applied a survey to the students and we realized the importance of doing this project.

Explanatory

It is the attempt to connect ideas to understand cause and effect, meaning researchers want to explain what is going on. Explanatory research looks at how things come together and interact.

Our project developed this level of research when we realized the necessity and the desire of the students about improve and spread their vocabulary.

Population and Sample

Population

A population is a summation of all the organisms of the same group or species, which live in the same geographical area, and have the capability of interbreeding. According to the present research the population of the school is 400 students.

Sample

Sample is a small amount of something that represents either a bigger whole or is designed to let you try out. For example representatives of a class, in our case were the 28 students of the seventh basic year.

FIGURE # 2STRATUM

	Population	Sample
Authorities	1	1
Teachers	8	1
Students	400	28
Parents	200	1
TOTAL	609	31

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha .

Techniques of the Research

Interview

It is a technique in order to get information by means of the dialogue between two people. This technique is used in this project because the

authority an English teacher and family parents of the institution were interviewed for getting their opinions about the importance of English.

Survey

It is a technique that lets us get information applying a questionnaire to the person about any topic or particular problem and it can be applied in a specific group. (Taylor F, 2012)

In our case the survey was applied to 28 students of the seventh basic year.

INTERVIEW TO THE AUTHORITY

Principal: Lcdo. Carlos López Ulloa, MSc.

What do you think about the plan that we want to apply in your school? Why?

You are going to do something that nobody has made for this institution, so the pupils will learn the English; in a pleasant way, by playing, etc, and this project will help them to get a high and good knowledge for the future, that means when they go to high school.

What do you think about developing reading skills?

The Vice-principal, who is in charge of fulfilling all about the educational field, has seen the students' need to improve their reading skills, specially the reading comprehension, and this is a very important point in Education. So we are all concerned about this and other topics.

Do you consider that the English area is working well with the students to improve their reading comprehension ability?

I can't give you a specific answer about this. And this is because every English teacher manages his/her own text book, and applies the strategies

and techniques he/she thinks that would work according to their group, and the text book which is given by the Ministry of Education.

What do you think about applying our motivational techniques in your school?

I will give you, whole the facilities that you need, like the audio-visual classroom, computer, printer, machine to get some copies and the help of the teacher.

INTERVIEW TO THE ENGLISH TEACHER

What kind of facilities are there in this school to teach English?

First of all, you know that it is difficult to work with a big group of pupils, fortunately the institution gives me the facilities to work with them, in the other hand, and the pupils' parents do not help them in any way, for example: they do not help them in the English task. For these reasons some students have a low interest for learn this language.

How many teachers are there in your area applying writing or speaking techniques to improve?

There are 2 teachers. We are applying comprehension techniques because it is important to promote the reading skills.

What do you think about our techniques?

First time the school has got a support in this area (English) and the students will have the opportunity to watch videos or listen songs in English and in this way they will have a more didactic, interesting and funny class.

They will feel more motivated to participate in class, do their homework and motivate other members of their family to learn this language.

INTERVIEW TO THE PARENTS

What do you think about the important of English language learning?

I think that the English language is important like the other subjects, because nowadays this language has crossed border around the world, I consider that open gate to the people who command this language. How mother, I feel very happy that my son has the opportunity for learning this language in a funny way, I am sure that it will be useful when he goes to the high school.

What would been your collaboration with our project?

Whatever you need, just tell us. We as parents, are committed with the education of our children.

As for our collaboration it would be the donation of magazines, tales or short stories to increment the materials to work in the classroom.

SURVEY TO THE STUDENTS

QUESTIONNAIRE	YES	NO
1.Do you like English?		
2.Is Learning English important for you?		
3.Do you feel bored in the English classes?		
4.Do you know basic vocabulary in English?		
5.Does your teacher explain the class in English?		
6.Can you speak English?		
7.Do you have difficulty in pronouncing certain words in English?		
8.Would you like to participate more in the English classes?		
9.Would you like to learn English with songs, pictures or videos?		
10. Would you like to develop your oral production using a booklet with basic vocabulary exercises?		

PROCEDURE OF THE RESEARCH

❖ Selection of the topic

❖ Approval of the topic and appointment of the tutor

❖ Tutorials

❖ Development of the of the First Chapter

❖ Development of the Theoretical Framework

❖ Formulation of the problem

❖ Theoretical investigation

❖ Surveys and Interviews

❖ Teaching Practice

❖ Development of the proposal

❖ Presentation

❖ Graduation

CHAPTER IV

ANALYSIS OF RESULTS

Question # 1: Do you like English?

FIGURE # 3

ALTERNATIVES	FREQUENCY	PERCENT
Yes	26	93%
No	0	0 %
Indifferent	2	7%
Total	28	100 %

TABLE # 1
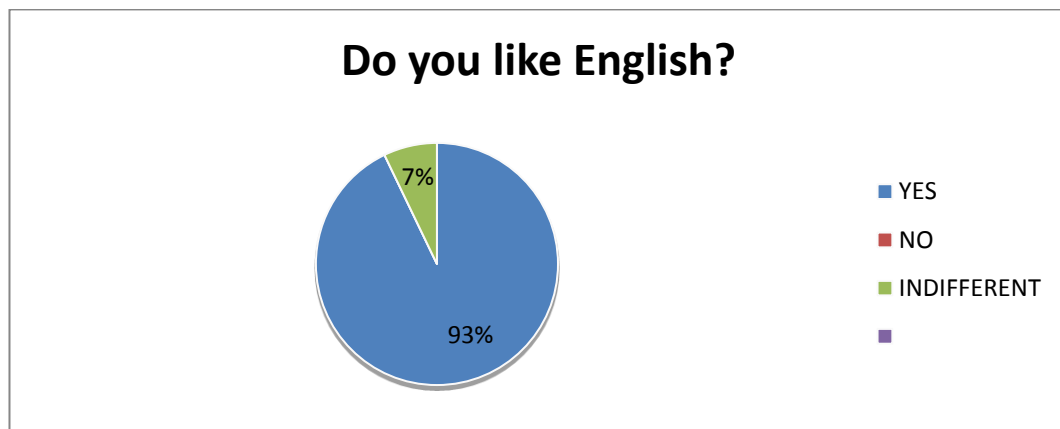
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha .

Analysis: 93% of students said they like the English language, while 7% of them expressed indifference about it, so we believe that the development of this project is feasible in this course.

Question # 2: Is Learning English important to you?

FIGURE # 4

ALTERNATIVES	FREQUENCY	PERCENT
Yes	25	89%
No	1	4%
Indifferent	2	7%
Total	28	100%

TABLE # 2

Is Learning English important for you?

Yes
No
Indifferent
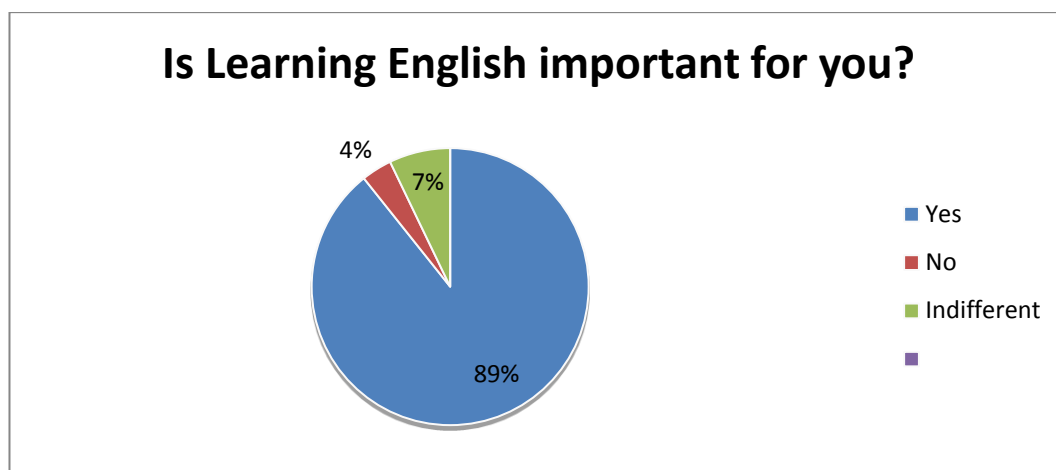
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha .

Analysis: 89% of students said it is important learning English and 4% of them considered NO, while 7% of them expressed indifference about it, so we think that the development of this project is really necessary in this course.

Question # 3: Do you feel bored in the English classes?

FIGURE # 5

ALTERNATIVES	FREQUENCY	PERCENT
Yes	21	75%
No	3	11%
Indifferent	4	14%
Total	28	100 %

TABLE # 3

Do you feel bored in the English classes?
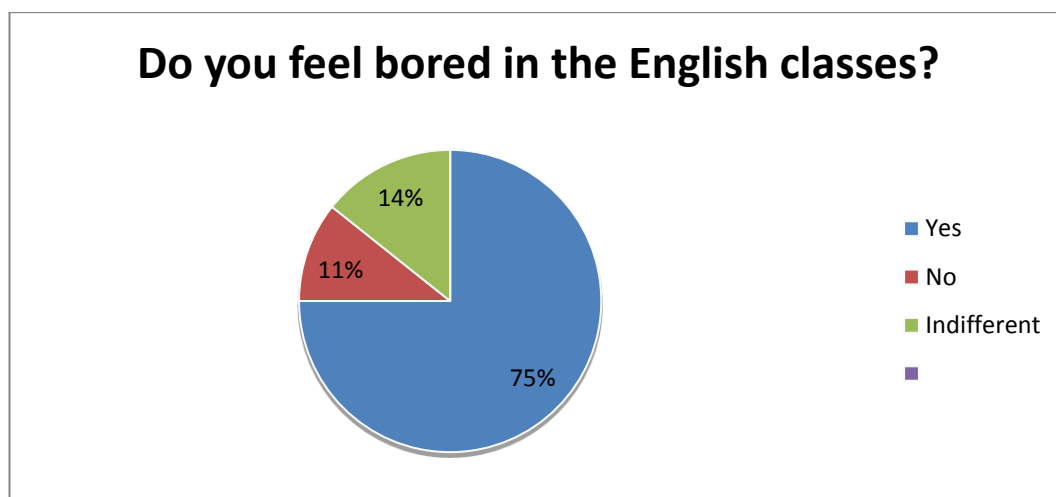
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha .

Analysis: 75% expressed they felt bored in the English classes, 11% said NO, while 14% of them showed indifference about it. We considered that the development of this project is really important to them.

Question # 4: Do you know basic vocabulary in English?

FIGURE # 6

ALTERNATIVES	FREQUENCY	PERCENT
Yes	5	18%
No	21	75 %
Indifferent	2	7%
Total	28	100%

TABLE # 4

Do you know basic vocabulary in English?
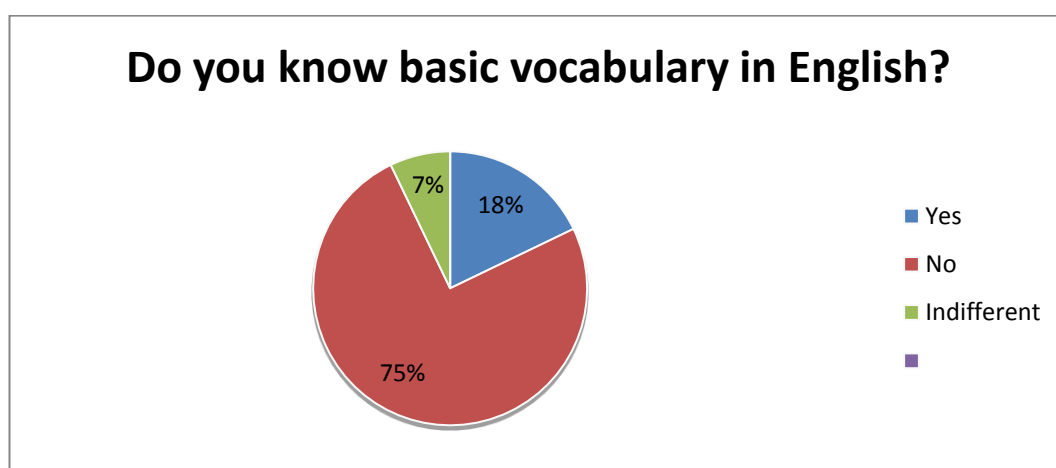
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 75% of the students said they do not know basic vocabulary in English, 7% said they do, while other 18 % expressed indifference about it. We said that the development of this project is really necessary in this course.

Question # 5: Does your teacher explain the class in English?

FIGURE # 7

ALTERNATIVES	FREQUENCY	PERCENT
Yes	0	0 %
No	23	82%
Indifferent	5	18%
Total	28	100 %

TABLE # 5

Does your teacher explain the class in English?

18%

82%

YES
NO
INDIFFERENT
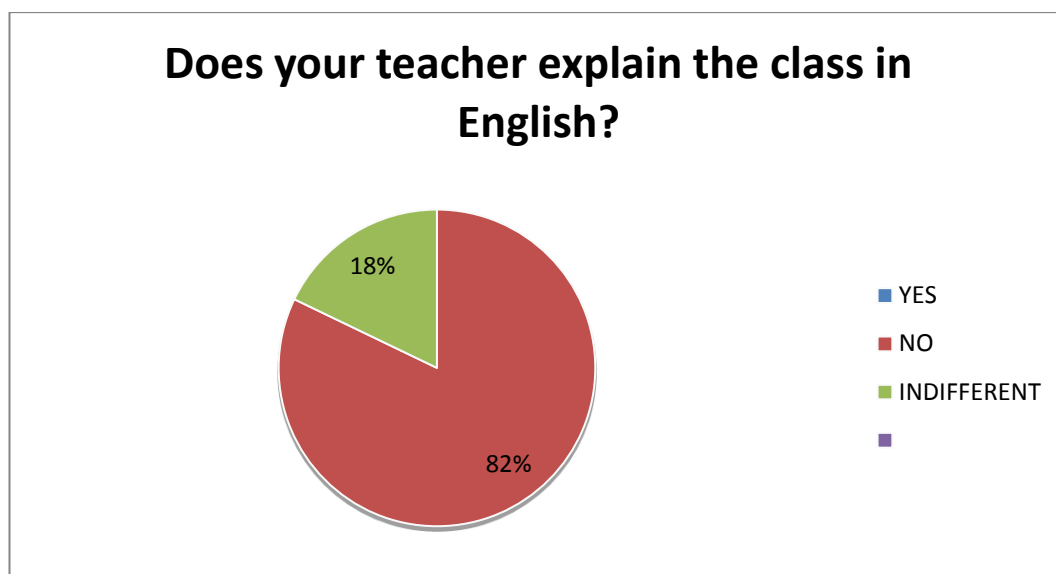
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 82% of students said they do not understand their teacher´s explanation, while 18% of them expressed indifference about it, so we think that the development of this project is really necessary in this course.

Question # 6: Can you speak English?

FIGURE # 8

ALTERNATIVES	FREQUENCY	PERCENT
Yes	2	7%
No	20	72%
Indifferent	6	21%
Total	28	100%

TABLE # 6
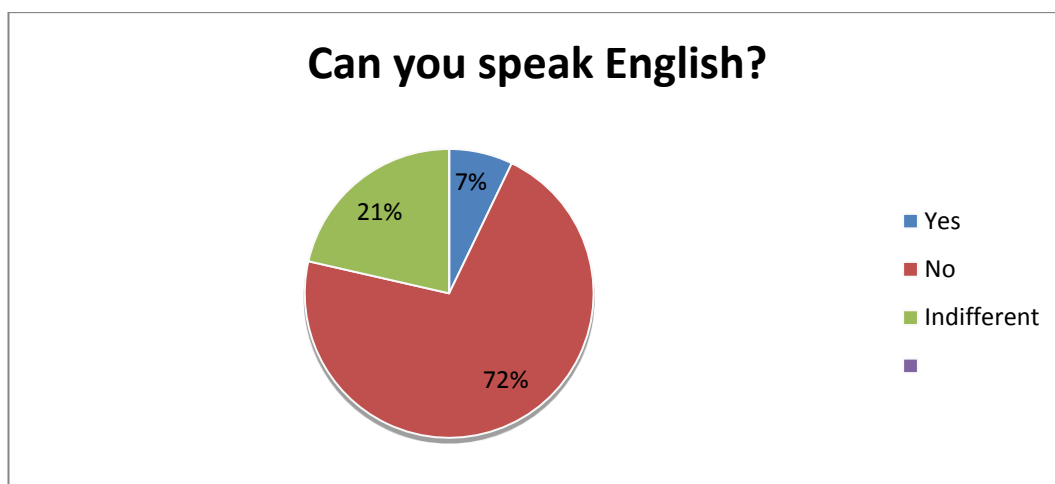
Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 72% of the students said they cannot speak in English, 7% said they can, while other 21% of them expressed indifference about it. We considered that the development of this project is really necessary in this course.

Question # 7: Do you have difficulty to pronounce some words in English?

FIGURE # 9

ALTERNATIVES	FREQUENCY	PERCENT
Yes	23	82%
No	1	4%
Indifferent	4	14%
Total	28	100 %

TABLE # 7
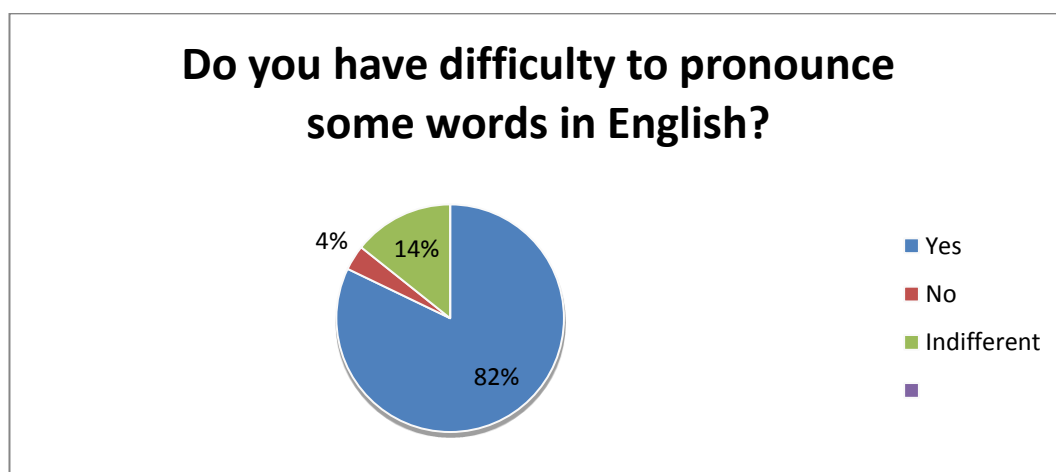
Do you have difficulty to pronounce some words in English?

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 82% of the students expressed they have difficulty to pronounce some words, 4% said they do not, while other 14% of them expressed indifference about it. We considered that the development of this project is really evident in this course.

Question # 8: Would you like to participate more in the English classes?

FIGURE # 10

ALTERNATIVES	FREQUENCY	PERCENT
Yes	24	86%
No	1	3%
Indifferent	3	11%
Total	28	100%

TABLE # 8
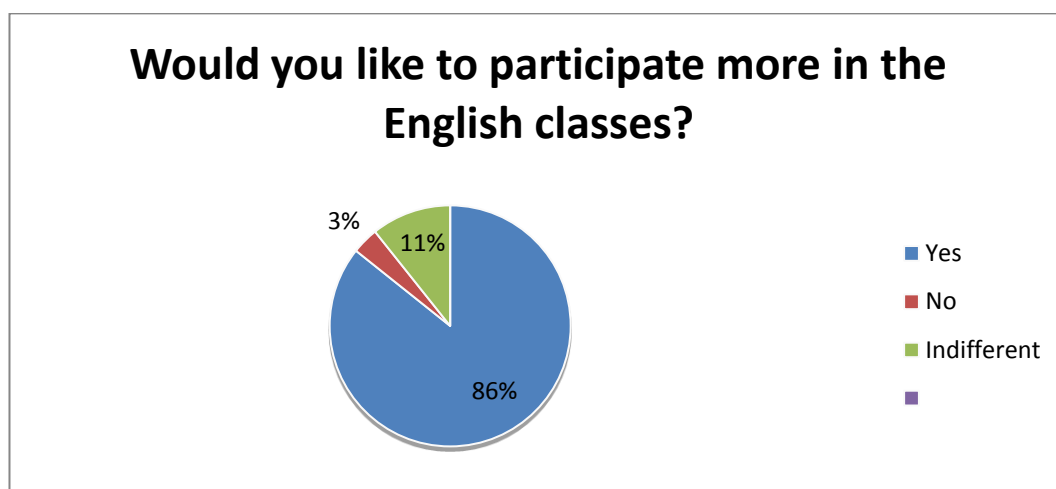
Would you like to participate more in the English classes?

- Yes
- No
- Indifferent

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 86% of the students expressed they would really like to increase their participation in this foreign language, 3% said they would not, while other 11% of them expressed indifference about it. We considered that the development of this project is really necessary and relevant in this course.

Question # 9: Would you like to learn English through songs, pictures and videos?

FIGURE # 11

ALTERNATIVES	FREQUENCY	PERCENT
Yes	23	82%
No	2	7%
Indifferent	3	11%
Total	28	100 %

TABLE # 9
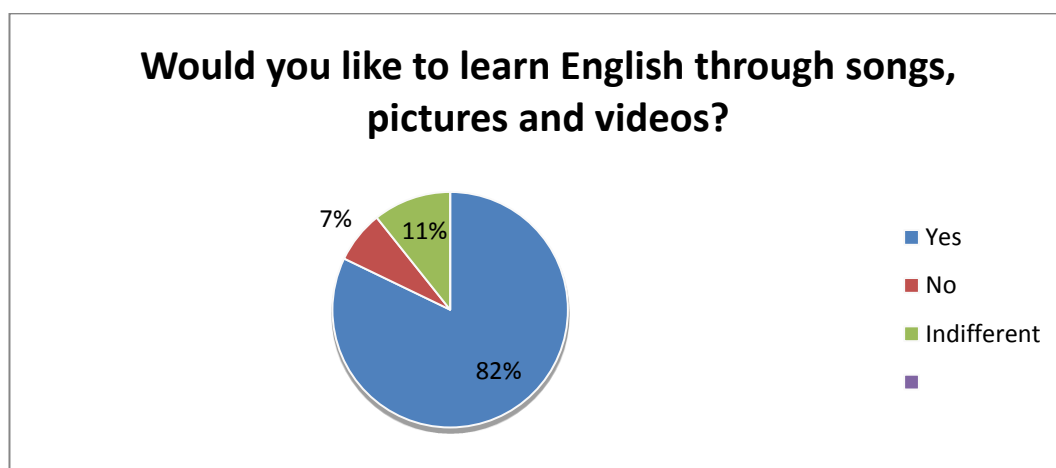
Would you like to learn English through songs, pictures and videos?

- Yes
- No
- Indifferent

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 82% of the students expressed they would really like to learn English with songs, pictures and videos, 7% said they would not, while other 11% of them expressed indifference about it. We considered that the development of this project is really feasible in this course.

Question # 10: Would you like to develop your oral production using a booklet with basic vocabulary exercises?

FIGURE # 12

ALTERNATIVES	FREQUENCY	PERCENT
Yes	24	86%
No	0	0%
Indifferent	4	14%
Total	28	100%

TABLE # 10
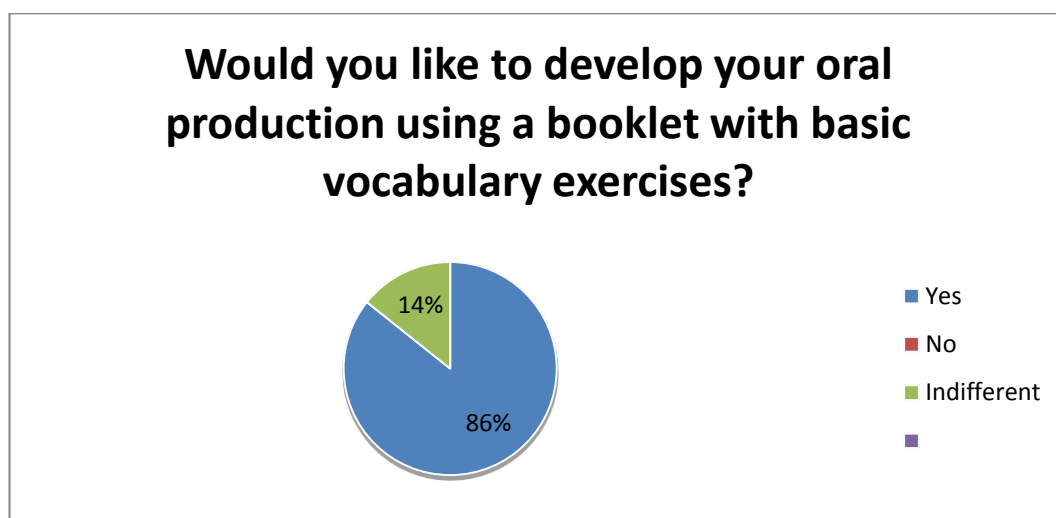
Would you like to develop your oral production using a booklet with basic vocabulary exercises?

14%

86%

- Yes
- No
- Indifferent

Source: Public School.
Researchers: Robles Elizabeth & Atiencia Martha

Analysis: 86% of the students expressed they would like to develop their oral production, while other 14% of them expressed indifference about it. We considered that the development of this project is really feasible and necessary in this course.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The students like English as a second language because it is the second most spoken language around the world.

2. Students do not know basic vocabulary in English because they have learned the same topics over and over in the past basic years.

3. The teacher does not explain the entire class in English because she is not updated with the modern strategies and methodologies for teaching.

4. Students cannot speak in English because teachers do not provide exercises in their books to develop this skill.

5. Students have difficulty to pronounce words in English because they do not have the opportunity to listen and reproduce them appropriately.

Recommendations

1. It is necessary to develop the students' interest in the English language.

2. Teachers should update their teaching techniques.

3. Teachers must include more speaking activities.

4. Students should participate in their English classes actively.

5. Design and application of a booklet with vocabulary exercises for enhancing pronunciation and speaking skill.

CHAPTER

THE PROPOSAL

DESIGN AND APPLICATION OF A BOOKLET WITH VOCABULARY EXERCISES TO ENHANCE THE PRONUNCIATION AND SPEAKING SKILLS.

IMPORTANCE

Most of the teachers know how important is the development of the speaking skills for the English learning process is and it is relevant to recognize that English opens many doors in different fields and gives a lot of opportunities for both, students and teachers and for these reasons, it is necessary to create a new material to strengthen the theoretical bilingual framework.

However, there are many techniques to motivate the learning of Basic English Vocabulary through practice and some fun and easy ways.

With the results of our research to design and application of a booklet, we detected the low motivation to learn English by the pupils.

Once we established the problem, we considered the necessity of setting down a practical resource that allows the students learn English in an interesting way, through the practice in real situations.

An alternative was to adapt their classroom with didactic material according to this subject for example: label all the things of the classroom (desk, window, board, chair, etc.) of this way the students can look every day the English words and familiarizes and increase their vocabulary.

We could find a high interest on the children, since the new techniques were applied.

It is great to observe how the students activate their prior knowledge because we give them only a clue and their reaction is immediate with the correct answer and we felt that it was fantastic, because we accomplished the objective to make students participate and activate their learning in an effective way.

We were pleased that the children could strengthen their knowledge with the new material and it was also justify because we could give extra support to the English teacher.

DIAGNOSIS

When we began the demonstrative classes the class was in silence because the students felt feared to participate.

Day by day, we realized that they were interested on the new kind of classes that they were having, presenting the new technique for teaching basic vocabulary was not problem to activate our students' prior knowledge because they found some similar words in their mother tongue and then they began to encourage themselves, paying attention and participating with the explanation of the classes and they wanted to participate in many different ways such as one by one, in pairs, and as a team as well.

Also they performed very well in the class activities and then they answered some oral exercises based on the knowledge covered in that specific class.

When concluding the demonstrative classes we obtained from the students positive results and noticed they were motivated, happy and willing to take part on the new classes they were having.

THEORETICAL FOUNDATIONS OF THE PROPOSAL

Pedagogical Foundation

Our proposal was based on the pedagogical foundation because we took into account the constructivism for developing the different exercises to improve their speaking skills and develop their oral production.

Constructivism has to do with observation and scientific study about how people learn. Piaget J. (1962) said **"the principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done"**

Communication is promoting communicative efficiency; we as teachers must be aware of the correct use of language depending on the purpose.

Our proposal helps students to get better the speaking skill in a practical and interesting way.

This current has like a goal the spontaneous and productive personal activity, the purpose of the didactic act consists in developing the good atmosphere in where the man does the job with energy, respect, freedom and interest in better way.

Psychological Foundation

Our proposal was based on the psychological foundation because motivation played an important role when it was applied for encouraging the English language learning on the students.

HOLTZ L. (1989) said **"your talent determines what you can do. Your motivation determines how much you are willing to do. Your attitude determines how well you do it." (pg. 32)**

Education is in a double sense, as we have seen a psychological process. We have thus far devoted ourselves to its larger or external relations. We have regarded it as one of the special functions of the great social complex in which it exists.

It is important, before attempting to study the educational phases, to have some general understanding of the nature of social life itself. Our project is designed with special attention with all kind of didactic resources in order to practice in an easier way.

OBJECTIVES OF THE PROPOSAL

General Objective

❖ To improve the speaking skills and pronunciation of the students of seventh basic through the use of a booklet with vocabulary exercises.

Specific Objectives

❖ To design a useful tool that motivates the students to participate in the English class. (Booklet)

❖ To apply the new material.

❖ To improve the academic progress.

FEASIBILITY OF THE PROPOSAL

Our proposal is viable because it was supported by the authority, the teacher and family parents, that is to say; the necessary human resources to reach the solution to this problem.

We also had the economical resources to get the didactic material, elaboration of surveys and the predisposition of people who collaborated for the development of this proposal.

SECTORIAL LOCATION

The proposal was carried out at Public School that is located in Lote Alegria mz.1530 s.1 Kilometro 8.5 via a Daule, in the northern of Guayaquil.

DESCRIPTION OF THE PROPOSAL

Our proposal was about the design and application of a booklet to improve the learning of Basic English Vocabulary on the students of seventh basic B at Public School.

This didactic resource applied in the speaking skills helped students to improve their vocabulary and increased their interest on the target language that is English. It was made up: 5 chapters, 15 lessons about several topics such as: Numbers 1 – 100, Months of the Year, Parts of the Body, Classroom Objects, Vegetables and Fruits, etc.

In our proposal, this new useful tool was carried out are going to help the students to develop an interactive and fun class.

CONCLUSION

The students achieved a better motivational condition in Basic English Vocabulary learning with the design of a booklet for enhancing their oral production and pronunciation to reach an integral education that allows being useful to the society.

When finishing their basic education, they will follow more advanced course of English, and that will allow them to act with success in different labor fields.

BENEFICIARIES

The first beneficiaries were the students of the institution, because they used the booklet that improved the English Vocabulary learning.
The indirect beneficiary was the institution, because it would improve its image, prestige and also the educative community in general, since it contributed to offer a better integral education.

SOCIAL IMPACT

Our proposal caused a great impact in the society, that no one had made a proposal that allowed the children to encourage for learning the English language much less to improve their speaking skills and develop their oral production.

Our objective was to leave prints that impact the students' lives during the teaching process in the classroom, so that community in general was benefited.

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ANEXOS

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERRA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. EDUARDO TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **ROBLES RODRÍGUEZ ELIZABETH MICHELLE Y ATIENCIA ANDRADE MARTHA**, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: **Basic Strategic Vocabulary to improve the oral production and the pronunciation of the students PROPUESTA: "Design and application of a booklet with vocabulary exercises to enhance the pronunciation and speaking skills."**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 3% coincidencia.

MSc. EDUARDO TORRES

URKUND

was violated (

Krashen, 1989).

LEGAL FOUNDATION According to the Ecuadorian constitution section fifth, article 26-29 (2008) the education is a right for each person and is a priority for its government, assuring the equality and social inclusion, it is also a relevant condition for the "buen vivir", this means that the education is focused in the human being, not only quality in its education, warmth is another important fact to teach in each classroom. The Education in Ecuador is also a right for each person and community to communicate and participate in a society that is continue learning, LOEI chapter three, article 7. According to the National Curriculum Guidelines (2016) "English is unquestionably the world's Lingua franca at present" In order to face such challenge, the Ecuadorian Ministry of Education expects that each EFL student in the public educational system will be able to communicate and interact such as a world citizen. Teaching English class is mandatory from 2nd EGB to 3rd BGU

DESIGNACION TUTOR

MSc.

EDUARDO 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: **Robles Rodríguez Elizabeth Michelle and Atiencia Andrade Martha Marianela**

TOPIC: "BASIC STRATEGIC VOCABULARY TO IMPROVE THE ORAL PRODUCTION AND THE PRONUNCIATION OF THE STUDENTS."

PROPOSAL: "DESIGN AND APPLICATION OF A BOOKLET WITH VOCABULARY EXERCISES TO ENHANCE THE PRONUNCIATION AND SPEAKING SKILLS."

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,

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Facultad de Filosofía, Letras y
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Elaborado por:	Ing. Fabricio Conforme B.	SECRETARIO	
Aprobado por:	Lcdo. Alfonso Sánchez Ávila, MSc.	DIRECTOR	

PHOTOS

DIDACTIC MATERIAL

VERB TO BE = SER / ESTAR

AFFIRMATIVE		NEGATIVE	
FULL FORM	**SHORT FORM**	**FULL FORM**	**SHORT FORM**
I **am**	I**'m**	I **am not**	I**'m not**
You **are**	You**'re**	You **are not**	You **aren't**
He **is**	He**'s**	He **is not**	He **isn't**
She **is**	She**'s**	She **is not**	She **isn't**
It **is**	It**'s**	It **is not**	It **isn't**
We **are**	We**'re**	We **are not**	We **aren't**
You **are**	You**'re**	You **are not**	You **aren't**
They **are**	They**'re**	They **are not**	They **aren't**

INTERROGATIVE		
QUESTION	**FULL FORM**	**SHORT FORM**
Am I?	Yes, you are	No, you are not
Are you?	Yes, I am	No, I am not
Is he?	Yes, he is	No, he isn't
Is she?	Yes, she is	No, she isn't
Is it?	Yes, it is	No, it isn't
Are we?	Yes, we are	No, we aren't
Are you?	Yes, I am	No, I am not
Are they?	Yes, they are	No, they aren't

TO BE"

The verb to be has three forms in the Present simple: am, is, are.

I **am** ten years old.

Mary **is** a reporter.

Susan and Peter **are** classmates.

To make the negative form, we put not after the verb (am, is, are)

I am **not** very tall.

Richard is **not** England.

Luis and Diane are **not** happy.

To make question with a Yes or No answer, we put the verb (am, is, are) at the beginning of the sentence, before the subject (usually a personal pronoun, noun or proper name)

Am I funny?

Are John and Charles English?

Is your classroom big?

To make a question using a Question Word or Phrase, we put the question word or phrase first; the verb form next, then the subject or adjective.

Where <u>is</u> Mary?

How old <u>are</u> you?

Why <u>is</u> Christopher sad?

When we speak, we often use the short form of the verb.

I**'m not** very hungry.

Jane **isn't** at home.

They **aren't** happy.

In the negative form there are two short forms.

We **aren't** thirsty.   We'<u>re not</u> thirsty.

When we answer yes to a question, we do not use the short form of the verb.

Are these your glasses? Yes, **they are**.

NEGATIVE

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
	FULL FORM	SHORT FORM	
I **can**	I **cannot**	I **can't**	Can I?
You **can**	You **cannot**	You **can't**	Can you?
He **can**	He **cannot**	He **can't**	Can he?
She **can**	She **cannot**	She **can't**	Can she?
It **can**	It **cannot**	It **can't**	Can it?
We **can**	We **cannot**	We **can't**	Can we?
You **can**	You **cannot**	You **can't**	Can you?
They **can**	They **cannot**	They **can't**	Can they?

We use the verb "Can" to talk about what someone is able or not able to dol. Can does not change form.

I can speak French.

He can play the guitar.

To make negative sentences, we have to use NOT after can. Can and not become one word, cannot. The short form is can't

I cannot help you.   I can't help you.

To make a question with Yes or No answer, we put can at the beginning of the sentence before the subject (personal pronoun, noun or proper name)

Can you stand on your head?

Can your friend play football?

The main verb is not usually repeated in short answers.

Can she sing?   No she can't

~~No, she can't sing~~.

To make a question using a Question Word or phrase, we put the question word or phrase first, next can then the subject (personal pronoun, noun or proper name)

What can you do?   I can sing and I can act.

How many apples can Peter eat?   He can eat two.

To ask who can do something; we put who, then can, then the root form of the main verb.

We do not repeat the main verb in short answers.

Who can play the guitar?   Mary can.

                                          ~~Mary can play~~.

VERB "TO HAVE" = HABER O TENER

AFFIRMATIVE FORM		NEGATIVE FORM	
FULL FORM	**SHORT FORM**	**FULL FORM**	**SHORT FORM**
I **have**	I**'ve**	I **have not**	I **haven't**
You **have**	You**'ve**	You **have not**	You **haven't**
He **has**	He**'s**	He **has not**	He **hasn't**
She **has**	She**'s**	She **has not**	She **hasn't**
It **has**	It**'s**	It **has not**	It **hasn't**
We **have**	We**'ve**	We **have not**	We **haven't**
You **have**	You**'ve**	You **have not**	You **haven't**
They **have**	They**'ve**	They **have not**	They **haven't**

INTERROGATIVE FORM
Have I?
Have you?
Has he?
Has she?
Has it?
Have we?
Have you?
Have they?

"TO HAVE"

The verb To Have has two forms: have is used with (I, you, we and they) and has with (he, she and it). The short forms are: 've and 's

We have a house in Guayaquil.

We've a house in Guayaquil.

He has three brothers.

He's three brothers.

To make the negative form, we put "not" between have / has and the complement.

We have not a house.

He has not three brothers.

Or

We don't have a house.

He doesn't have three brothers.

To make the Interrogative form, we place Have or Has at the beginning.

Have we a house?

Has he three brothers?

Or

Do we have a house?

Does he have three brothers?

OTHER VERBS

Action verbs.- action verbs in English form the Simple Present with the Base form or Infinitive, without "to", this form is used with all of the nouns and pronouns, except the third person in singular, in that case we have to add an "s" or "es".

WORDMAP

WRITING RULES

1	Be and have their	
3	Adds <u>S</u> to their endings	
5	Add <u>ES</u> if end in hissing sound: x, s, sh, ch, z	

Verbs Third Person of Singular

"y" after a vowel sound add	2	
"Y" after consonant sound changes by "I"	4	
Add <u>ES</u> if finish in "O"	6	

PRONUNCIATION RULES

1 be can have Have their own forms (is) (can) (has)	**Verbs Third Person of Singular**	**2** most of the verbs add S
3 if the verb finishes in hissing sound s, sh, ch, z add ES		**4** if the verb finishes in "Y" preceeded by a vowel, only add S
5 if the verbs finish in "Y" preceeded by a consonant, changes "Y" by "I"		**6** if the verbs end in O generally add ES

NEGATIVE STATEMENTS

S + Aux (don't – doesn't) + V + C

"Don't" is used before the main verb, with the following pronouns: I, you, we, they or any plural noun.

"Doesn't" comes before the verb, when you have as a pronoun he – she – it or any other person, animal or thing in singular

You don't sleep.   He doesn't sleep.

We don't sleep.   She doesn't sleep.

They don't sleep.   It doesn't sleep.

YES / NO QUESTIONS

Auxiliary Do / Does

Aux + S + V + C ?

Every time you use an Auxiliary (don't – doesn't – do - does) the main verb goes in Infinitive.

You use **Do** or **Does** at the beginning to make questions in the Simple Present.

DO	I	work hard ?
	You	
	We	
	They	

DOES	he	work hard ?
	she	
	it	

You use Do or Does after the subject in short Affirmative Answers. You use Don't or Doesn't after the subject in short Negative Answers.

Yes	we do
	you do
	they do
	he does
	she does

No	we don't
	you don't
	they don't
	he doesn't
	she doesn't

INFORMATION QUESTION

Wh word + Aux (Do, Does) + S + V + C ?

Wh-word	Aux	Subject	Verb	Complement
Why	do	you	study	English?
When	does	she	go	to Quito?

QUESTIONS TAGS

We use Question Tags at the end of a sentence to ask if what we said is true or not, or if the other person agrees or not.

- If we say something positive, the Question Tag is usually negative.

Positive	Negative
It's cold	**isn't it?**
You know the city	**don't you?**

- If we say something negative, the Question Tag is positive.

Negative	Positive
It isn't easy	**is it?**
They don't copy in the exam	**do they?**

There is / There are

Is there a church here?   Yes, there are two.

- We use there is / there are to introduce a piece of information.

There's a new teacher at college

- To describe what we can see

Look there's a fly in my soup.

Singular: There's (is) a man at the door.

Is there a bank here?

There isn't a park here?

Plural: There are two cars outside.

             Are there any buses?

             There aren't any taxis.

-   We use there is before a list or things. If the first item is singular.

There's a book, a newspaper and some magazines on the table.

-   We use there is or there are when we mention something.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE	
There's / There is There're / There are	There isn't	Is there?	(Singular)
	There aren't	Are there?	(Plural)

There **is** an apple on the table.

There **isn't** an apple on the table.

Is there an apple on the table?

There **are** some students in the classroom.

There **aren't** some students in the classroom.

Are there some students in the classroom?

"TO WORK" = TRABAJAR

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
I work You work He works She works It works We work You work They work	I **do not** work You **do not** work He **does not** work She **does not** work It **does not** work We **do not** work You **do not** work They **do not** work	I **don't** work You **don't** work He **doesn't** work She **doesn't** work It **doesn't** work We **don't** work You **don't** work They **don't** work	**Do I** work? **Do you** work? **Does he** work? **Does she** work? **Does it** work? **Do we** work? **Do you** work? **Do they** work?

"TO WATCH" = OBSERVAR

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
I watch You watch He watches She watches It watches We watch You watch They watch	I **do not** watch You **do not** watch He **does not** watch She **does not** watch It **does not** watch We **do not** watch You **do not** watch They **do not** watch	I **don't** watch You **don't** watch He **doesn't** watch She **doesn't** watch It **doesn't** watch We **don't** watch You **don't** watch They **don't** watch	**Do I** watch? **Do you** watch? **Does he** watch? **Does she** watch? **Does it** watch? **Do we** watch? **Do you** watch? **Do they** watch?

"TO PLAY" = JUGAR

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
I play You play He plays She plays It plays We play You play They play	I **do not** play You **do not** play He **does not** play She **does not** play It **does not** play We **do not** play You **do not** play They **do not** play	I **don't** play You **don't** play He **doesn't** play She **doesn't** play It **doesn't** play We **don't** play You **don't** play They **don't** play	**Do I** play? **Do you** play? **Does he** play? **Does she** play? **Does it** play? **Do we** play? **Do you** play? **Do they** play?

"TO STUDY" = ESTUDIAR

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
I study You study He studies She studies It studies We study You study They study	I **do not** study You **do not** study He **does not** study She **does not** study It **does not** study We **do not** study You **do not** study They **do not** study	I **don't** study You **don't** study He **doesn't** study She **doesn't** study It **doesn't** study We **don't** study You **don't** study They **don't** study	**Do I** study? **Do you** study? **Does he** study? **Does she** study? **Does it** study? **Do we** study? **Do you** study? **Do they** study?

"TO GO" = IR

AFFIRMATIVE FORM	NEGATIVE FORM		INTERROGATIVE FORM
I go You go He goes She goes It goes We go You go They go	I **do not** go You **do not** go He **does not** go She **does not** go It **does not** go We **do not** go You **do not** go They **do not** go	I **don't** go You **don't** go He **doesn't** go She **doesn't** go It **doesn't** go We **don't** go You **don't** go They **don't** go	**Do I** go? **Do you** go? **Does he** go? **Does she** go? **Does it** go? **Do we** go? **Do you** go? **Do they** go?

IRREGULAR VERBS

#	MEANING	I FORM	II FORM
1	ser, estar	be	ls
2	soportar	bear	bears
3	empezar	begin	begins
4	doblar	bend	bend
5	morder	bite	bites
6	soplar	blow	blows
7	quebrar	break	breaks
8	traer	bring	brings
9	construir	build	build
10	quemar	burn	burns
11	comprar	buy	buys
12	capturar	catch	catches
13	escoger	choose	chooses
14	venir	come	comes
15	arrastarse	creep	creeps
16	cortar	cut	cuts
17	cavar	dig	digs
18	hacer	do	does
19	dibujar	draw	draws
20	tomar	drink	drinks
21	manejar	drive	drives
22	conducir	drive	drives
23	comer	eat	eats
24	comer	eat	eats
25	caer	fall	falls
26	alimentar	feed	feeds
27	sentir	feel	feels
28	pelear	fight	fights
29	encontrar	find	finds
30	volar	fly	flies
31	olvidar	forget	forgets
32	obtener/llegar	get	gets
33	dar	give	gives
34	ir	go	goes
35	sembr/crecer	grow	grows
36	colgar	hang	hangs

IRREGULAR VERBS

#	MEANING	I FORM	II FORM
37	tener	have	has
38	escuchar/oir	hear	hears
39	esconder	hide	hides
40	sostener	hold	holds
41	guardar	keep	keeps
42	saber	know	knows
43	dejar	leave	leaves
44	permitir	let	lets
45	perder	lose	loses
46	hacer	make	makes
47	conocer	meet	meets
48	pagar	pay	pays
49	poner	put	puts
50	leer	read	reads
51	pasear	ride	rides
52	levantar	rise	rises
53	correr	run	runs
54	decir	say	says
55	ver	see	sees
56	vender	sell	sells
57	enviar	send	sends
58	sacudir	shake	shakes
59	mostrar	show	shows
60	cerrar	shut	shuts
61	cantar	sing	sings
62	sentarse	sit	Sits
63	sentarse	sit	Sits
64	sentarse	sit	Sits
65	dormir	sleep	sleeps
66	hablar	speak	speaks
67	pasar/gastar	spend	spends
68	levantarse	stand	stands
69	robar	steal	steals
70	pegar	stick	Sticks
71	golpear	strike	strikes
72	barrer	sweep	sweeps

IRREGULAR VERBS

#	MEANING	I FORM	II FORM
73	nadar	swim	Swims
74	mecer	swing	swings
75	coger	take	Takes
76	llevar	take	Takes
77	enseñar	teach	teaches
78	rasgar	tear	Tears
79	decir	tell	Tells
80	pensar	think	thinks
81	entender	understand	understands
82	despertar	wake	wakes
83	usar	wear	wears
84	ganar	win	Wins
85	escribir	write	Writes

REGULAR VERBS

#	MEANING	VERB	THIRD PERSON
1	aceptar	accept	accepts
2	concordar	accord	accords
3	estar de acuerdo	agree	agrees
4	constestar	answer	answers
5	llegar	arrive	arrives
6	ascender	ascend	ascends
7	preguntar	ask	Asks
8	asistir	assist	assists
9	asistir	attend	attends
10	creer	believe	believes
11	pertenecer	belong	belongs
12	rebotar	bounce	bounces
13	cepillar	brush	brushes
14	quemar	burn	burns
15	llamar	call	Calls
16	llevar	carry	carries
17	cobrar	cash	cashes
18	perseguir	chase	chases
19	limpiar	clean	cleans
20	subir	climb	climbs
21	cobrar	collect	collects
22	colorear	color	colors
23	peinar	comb	combs
24	comenzar	commence	commences
25	competir	compete	competes
26	completar	complete	completes
27	comprender	comprehend	comprehends
28	conducir	conduct	conducts
29	construir	construct	constructs
30	conversar	converse	converses
31	copiar	copy	copies
32	toser	cough	coughs
33	contar	count	counts
34	cubrir	cover	covers
35	llorar	cry	cries
36	curvear	curve	curves

REGULAR VERBS

#	MEANING	VERB	THIRD PERSON
37	bailar	dance	dances
38	diseñar	design	designs
39	destruir	destroy	destroys
40	desarrollar	develop	develops
41	marcar	dial	dials
42	mostrar	display	displays
43	duplicar	double	doubles
44	vestir	dress	dresses
45	dividir	drivide	drivides
46	gotear/caer	drop	drops
47	secar	dry	dries
48	ganar	earn	earns
49	combatir	encounter	encounters
50	terminar	end	ends
51	enumerar	enumerate	enumerates
52	borrar	erase	erases
53	excavar	excovate	excovates
54	exhibir	exhibit	exhibits
55	explicar	explain	explains
56	falsificar	falsify	falsifies
57	llenar	fill	Fills
58	terminar	finish	finishes
59	quemar	fire	Fires
60	pescar	fish	fishes
61	arreglar	fix	fixes
62	doblar	fold	folds
63	reunir	gather	gathers
64	pegar	glue	glues
65	engrasar	grease	greases
66	martillar	hammer	hammers
67	ayudar/socorrer	help	helps
68	apresurar	hurry	hurries
69	imaginar	imagine	imagines
70	indicar	indicate	indicates
71	inflar	inflate	inflates

REGULAR VERBS

#	MEANING	VERB	THIRD PERSON
72	entonar	intone	intones
73	inventar	invent	invents
74	planchar	iron	irons
75	saltar	jum	jums
76	reir	laugh	laughs
77	aprender	learn	learns
78	mentir	lie	Lies
79	escuchar	listen	listens
80	vivir	live	lives
81	localizar	locate	locates
82	mirar	look	looks
83	amar	love	loves
84	lubricar	lubricate	lubricates
85	mencionar	mention	mentions
86	mezclar	mix	mixes
87	mover	move	moves
88	necesitar	need	needs
89	obtener	obtain	obtains
90	ofrecer	offer	offers
91	abrir	open	opens
92	oscilar	oscillate	oscillates
93	poseer	own	owns
94	pintar	paint	paints
95	palpar	palpate	palpates
96	parquear	park	parks
97	empastar	paste	pastes
98	pelar	peel	peels
99	realizar	perform	performs
100	colocar	place	places
101	plantar	plant	plants
102	tocar/jugar	play	plays
103	señalar	point	points
104	verter/derramar	pour	pours
105	pronunciar	pronounce	pronounces
106	halar	pull	pulls
107	comprar	purchase	purchases

REGULAR VERBS

#	MEANING	VERB	THIRD PERSON
108	empujar	push	pushes
109	acelerar	quicken	quickens
110	llover	rain	rains
111	darse cuenta	realize	realizes
112	recibir	reive	reives
113	quedar	remain	remains
114	reparar	repair	repairs
115	reparar	repair	repairs
116	volver a tocar	replay	replays
117	responder	respond	responds
118	descansar	rest	rests
119	restaurar	restore	restores
120	enjuagar	rinse	rinses
121	rasgar	rip	Rips
122	serrar/aserrar	saw	Saws
123	Gritar	scream	screams
124	agarrar/asir	seize	seizes
125	seleccionar	select	selects
126	separar	separate	separates
127	Servir	serve	serves
128	Gritar	shout	shouts
129	llover/mojar	shower	showers
130	Sorber	sip	Sips
131	Sonreir	smile	smiles
132	estornudar	sneeze	sneeze
133	Ensuciar	soil	Soils
134	Deletrear	speel	speels
135		squarrel	squarrels
136	mirar con fijeza	stare	stares
137	Empezar	start	starts
138	Permanecer	stay	stays
139	Dirigir	steer	steers
140	agitar/remover	stir	Stirs
141	Parar	stop	Stops
142	luchar/esforzarse	struggle	struggles
143	Estudiar	study	studies

REGULAR VERBS

#	MEANING	VERB	THIRD PERSON
144	hablar	talk	Talks
145	telefonear	telephone	telephones
146	terminar	terminate	terminates
147	robar	thieve	thieves
148	tocar	touch	touches
149	recorrer	tour	Tours
150	transportar	transport	transports
151	viajar	travel	travels
152	descubrir	uncover	uncovers
153	esperar	wait	Waits
154	caminar	walk	Walks
155	querer	want	Wants
156	lavar	wash	washes
157	observar	watch	watches
158	silbar	whistle	whistles
159	desear	wish	Wishes
160	trabajar	work	Works

Spelling rules for the Simple Present Tense: Third Person
Singular (He, She, It)

The verbs to be, can and to have, have their own form.

Most of the verbs add "s" to form the third person of singular (he,
she, it)

If the verb finishes in a hissing sound x - s – sh - ch add "es" to
form the
third person of singular.

If the verb finishes in "y" after a vowel only add "s" to form the third
person
of singular.

If the verbs finish in "y" after a consonant, change "y" by "i" and add
"es" to
form the third person of singular.
If the verbs in "o" generally add "es" to the third person of singular.