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FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE BACHELOR OF EDUCATION IN ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TOPIC

THE INFLUENCE OF THE MOTIVATION IN VOCABULARY LEARNING.

PROPOSAL

DESIGN OF A BROCHURE WITH LUDIC EXERCISES FOR STUDENTS.

RESEARCHERS

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GUAYAQUIL, 2017

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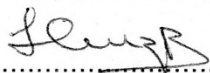
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TEMA: THE INFLUENCE OF THE MOTIVATION IN VOCABULARY LEARNING.

PROPUESTA: DESIGN OF A BROCHURE WITH LUDIC EXERCISES FOR STUDENTS.

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DEDICATION

We dedicate this thesis to our parents for support us all the time, in good and bad moments.

María José Alvarado Lino
Wilson Octavio Cruz Sánchez

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First of all, we are completely grateful with GOD for our life, for our family, for our friends.

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María José Alvarado Lino
Wilson Octavio Cruz Sánchez

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ABSTRACT

This study analyzed a deficiency of vocabulary learning presented by the students of Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School in Guayaquil because of the lack of motivation in those students. Motivation that is supposed to be developed through the activities exposed in class. This project was carried out through a bibliographical, field and statistical study. In order to find a solution to the problem, theoretical aspects were consulted, like didactic strategies or communicative activities that could stimulate students to the vocabulary learning process. In addition to, empirical techniques were applied to corroborate the cause of the conflict situation. A survey to the students, an interview to the English teacher and an observation to the class were the techniques applied to the sample composed by forty students and one teacher. The data collection put in evidence that students presented a deficiency of vocabulary, students do not participate in activities of vocabulary learning because they were not motivated, and teachers do not have sufficient material. For those reasons, it was necessary to design a brochure with ludic activities that promote vocabulary learning, to be implemented in class as an extra resource by the teacher or it could also be used by students at home.

Key words: Vocabulary, Motivation, Ludic Activities

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RESUMEN

En este estudio se analizó una deficiencia de aprendizaje de vocabulario presentada por los alumnos de la sección B del Noveno Grado de Educación General Básica de la Escuela Secundaria "Rita Lecumberri" de Guayaquil por falta de motivación de los alumnos. Motivación que se supone desarrollarse a través de las actividades expuestas en clase. Este proyecto se realizó a través de un estudio bibliográfico, de campo y estadístico. Con el fin de encontrar una solución al problema, se consultaron aspectos teóricos, como estrategias didácticas o actividades comunicativas que pudieran estimular a los alumnos al proceso de aprendizaje del vocabulario. Además, se aplicaron técnicas empíricas para corroborar la causa de la situación de conflicto. Una encuesta a los estudiantes, una entrevista al profesor de inglés y una observación a la clase fueron las técnicas aplicadas a la muestra compuesta por cuarenta estudiantes y un maestro. La recopilación de datos puso en evidencia que los estudiantes presentaron una deficiencia de vocabulario, los estudiantes no participan en actividades de aprendizaje de vocabulario porque no estaban motivados, y los profesores no tienen material suficiente. Por estas razones, fue necesario diseñar un folleto con actividades lúdicas que promuevan el aprendizaje del vocabulario, que se implementará en clase como un recurso adicional por parte del profesor o que también podría ser utilizado por los estudiantes en casa.

Palabras claves: Vocabulario, Motivación, Actividades lúdicas.

INTRODUCTION

This research provides information related to the influence of motivation in vocabulary learning, relevant investigation that will contribute to the development of the society because it is based on the teaching – learning process, taking into account the objective number 4 of the Good Living National Plan, which is to build citizen capacities and potential, where is specified that "human talent is also nourished from existing kinds of knowledge, from daily life, from inquiry and from a constant feedback of new knowledge" (National Secretariat of Planning and Development, 2013, p. 61).

This project is also based on a mixed methodology done though a bibliographical, field and statistical study for presenting the design of a brochure with ludic exercises, oriented to the students of the Ninth Grade of Basic General Education, section "B" of the "Rita Lecumberri" High School.

Chapter I: describes the research context, the conflict situation, the scientific fact, the causes of the problem with its formulation, the objectives, the inquire research and the justification of the problem.

Chapter II: contains the theoretical framework in a classification of foundations that support the variables studied.

Chapter III: include the methodology, process, analysis and discussion of results obtained though empirical techniques applied to the sample studied.

Chapter IV: present the proposal with its justification, its description and conclusions with their respective recommendations.

CHAPTER I
THE PROBLEM

1.1. Research Context

For the development of this project, the influence of the motivation in vocabulary learning, the students of the Ninth Grade section "B" of the Basic General Education of the "Rita Lecumberri" High School have been chosen. This educative institution is located in the city of Guayaquil, García Moreno #1003, between Vélez and Hurtado.

This high school was created through executive order on June 19th 1906 during the Eloy Alfaro's government and its first rector was Inés María Balda and currently it still operates in the same place with MSc. Miguel Angel Vaca Andrade as the new rector. The institution was known with the name "Rita Lecumberri" in honor to Rita Lecumberri Robles, a poet, writer and Ecuadorian educator.

The prestigious institution has been directed by known educators that contributed to the development of the society, the educational unit has educated known politicians, journalists, teachers, among others professionals. During Rodrigo Borja's government, the institution was switched from educational modality to experimental high school.

All rectors who played their position in this educational unit contributed to the development of this prestigious institution, which is one of the most important in the country. It has contributed with distinguished professional women for the development of the country and with the training of

professional male, also since 2012, because the coeducation was established by the Organic Law of Intercultural Education (LOEI).

The educational unit "Rita Lecumberri" had performed its educational activities in the morning, meanwhile another institution "Dr. Miguel Martínez Serrano" had performed its educational activities in the afternoon, in the same building. But in 2015, "Rita Lecumberri" High School merged with "Dr. Miguel Martínez Serrano" High School remaining with the initial name that was called "Rita Lecumberri". Nowadays "Rita Lecumberri" High School operates in double modality with different teachers and students.

1.2. Research Problem:

1.2.1. Conflict Situation

According to the application of research tools like an interview, a survey and an observation to class, it was corroborated that students of Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School have a vocabulary deficiency, based on the lack of participation, the comments where they express their dislike of activities, among others. Demonstrating that students do not meet the required level, which has to be A1.2, constituting in the conflict situation of the project.

For improving each of the language skill, the richness of vocabulary is necessary. Normally, students do not want to do something because of that, for example, they do not want to answer a question in English because they do not know the words they need to employ, and it could be frustrating for them.

Most of the time they demonstrate a little interest for vocabulary activities done in class. For this reason, it is necessary to design a brochure with ludic activities to improve the vocabulary learning.

1.2.2. Scientific Fact

Deficiency of vocabulary learning in the students of Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School in Guayaquil in the school year 2017 – 2018.

The global company of language training called Education First (EF) reported that according to the English Proficiency Index (EP EPI) in 2014; Ecuador is located in the 35th of 63 as one of the countries with low English level, from a list of almost seventy countries, becoming one of the reasons why the Education Ministry of Ecuador presented an agreement, where the English teaching, from second course of basic general education until the last course of high school, is required as an obligation. For obtaining those results, three quarters of million people were evaluated in 2013. It was specified by the journal "El Comercio" that EP EPI is the only company that can make this type of research. (Gordon, 2015)

1.3. Causes

- Deficiency of motivation for the vocabulary learning.
- Lack of ludic activities that promote the vocabulary learning.
- Insufficient use of didactic material that stimulates students.

1.4. Formulation of the Problem

How does the motivation influence in vocabulary learning in the students of Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School in Guayaquil in the school year 2017 – 2018?

1.5. Research Objectives

1.5.1. General Objective

To analyze the influence of the motivation in vocabulary learning through a bibliographical, field and statistical study to design a brochure with ludic exercises for students.

1.5.2. Specific Objectives

- To evaluate the motivation through a bibliographical, field and statistical study.

- To recognize the level of vocabulary through a bibliographical, field and statistical study.

- To design a brochure with ludic exercises for students through a bibliographical, field and statistical study.

1.6. Inquire Research

- What is the actual situation of the students of the Ninth Grade section "B" of the Basic General Education of the "Rita Lecumberri" High School in the vocabulary learning?

- Which are the theoretical bases that support the relation between vocabulary learning and motivation?

- Does the lack of motivation in students induce to decrease in vocabulary learning?

- What kind of motivational activities do improve the development of the vocabulary in the level A1.2?

- How does the design of a brochure with ludic exercises help to improve the vocabulary learning in students?

1.7. Justification

This research project is relevant because it is aimed at improving the teaching - learning vocabulary in students by designing a brochure with ludic exercises.

According to the National Curriculum Guidelines, in the Ninth Grade section "B" of Basic General Education it is required to expand the vocabulary to reach level A1.2. (Zambrano & Saavedra, 2014, p.7) and according to the

Common European Framework of Reference standards (CEFR) for this level of vocabulary development, the level A1 is required. (Council of Europe, pp. 23, 24). Determining as one of the objectives that students could achieve the English level required.

In order to increase the vocabulary, it is necessary to understand the importance of the language and its development, since it will undoubtedly help to obtain a quality language learning, avoiding, for example, the repetition of the same words at the moment of expressing an idea.

The learning of our native language is a long process that require a total effort since we born, acquiring a second one, demands the same effort or even more depending on the age. Hyltenstam & Abrahamsson (2000) affirmed that "younger learners acquire second languages automatically from mere exposure, while older learners have to make conscious and labored efforts." (p.152) Students of the Ninth Grade have a good age for learning a new language, that's why it is important to stimulate their interest.

Another reason why the vocabulary is important is because it allows us to reach a high level of our human coefficient, for example, as mentioned in a website a study made in 1997 in Georgetown University School of Medicine which resulted in a one hundred percent of cases when people improve their vocabulary, their intelligence quotient increases. (Theran, 2011)

"La Vanguardia" journal cited to Martinez, who is a psychologist, educator and professor at the Faculty of Education at the Complutense University, because he contributed to the publication with his thought that most of the students are unmotivated because of the lack of stimulation in the classroom because they do not always take into account their interests and

learning. On the contrary, it is believed that the educational process often focuses solely on teaching and teachers. (Rius, 2010)

This research is directed to the benefit of students of the Basic General Education of the "Rita Lecumberri" High School directly, to pass this first stage, which I, s based on the amplitude of the vocabulary through ludic activities, achieving to reach the necessary base in English language.

On the other hand, there are teachers who will have a supporting material at the time of preparing classes, providing the brochure to their students. Parents and society will benefit indirectly; taking into their account that all this process helps to contribute to the development of the nation by generating new students with a better quality of knowledge of English language.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. Background

Different research related with the variables of this thesis have been presented through the time. One of them, is a project presented called reading methods and access of lexicon in which is presented the importance of vocabulary mentioning that "the identification of words is a basic pre-requirement in order to achieve a successful reading comprehension" (Guzmán, 1997, p. 159)

The author of another thesis exposed a research in which the purpose was to examine the relationship between classroom motivation and academic achievement in first and third graders. It could be stipulated that the academic achievement will increase if the intrinsic motivation is previously increased. (Coates, 2002)

Another research consulted was presented by González & Yugcha (2015) where the objective was to analyze the influence of vocabulary on English Reading Comprehension for Basic Users through a bibliographic, field study and statistical analysis to design a booklet that reinforces vocabulary on reading comprehension.

Among the conclusions in the last thesis mentioned are: teacher use the translation method most of the time for vocabulary learning and English vocabulary influences reading comprehension.

From the above, if vocabulary is necessary for each of the communicative skills, it is important to found the best way for a better acquisition of that lexicon and analyze the principal factor, the motivation, considered by authors of this research.

In English classrooms nowadays, teachers usually tend to make more emphasis on grammatical structures and drilling exercises to acquire the knowledge and skills, and to follow a fixed course book with some requirements and regulations. "The grammar of a language is a complex system with many interconnections between its parts." (Chomsky, 1955)

Since the beginning of the 1980s, a greater inclination towards teaching and learning of vocabulary in foreign languages has been observed, although in the 1990s an interest in this field of research has grown exponentially. Previously, the inclusion of vocabulary in the academic curriculum tended to be dependent on the incorporation of other linguistic elements considered to be more relevant to the objectives pursued in learning, that is, vocabulary used to be presented in a way that would complement the introduction of grammar. (O'Dell, 2003, p. 78).

Since that time, the importance of vocabulary was considered a significant point, since no language can be acquired without vocabulary. However, a conscious and careful teaching must be applied to this component of English learning as a foreign language as it is recommended to be taught in context, not in isolation or precisely together with grammatical issues.

In the nineteenth century, the identification of some features that allow teachers to talk about **methods of teaching** foreign languages began, with the emergence in Europe of the **Grammar – Translation** method in which it was necessary to know grammar rules for the translation from one language to another as well as instruction in the student's mother tongue.

Due to the ineffectiveness of the Grammar – Translation method for the student to be able to use the language learned, the appearance of a new method that would react to this inconvenience was necessary. At the beginning of the twentieth century, the **Direct Method** arises, based on the presupposition that learning of a foreign language occurs in the same way as that of the mother tongue. This method is characterized by not allowing the use of the student's mother tongue. Lessons are structured from dialogues and anecdotes, while grammar and cultural elements are learned in an inductive way.

Prompted by the onset of World War II, and the need for Americans to communicate orally in the languages of both allies and enemies, the **Audio-Lingual** Method emerged in the early 1940s. It was characterized by the dialogue presentations of linguistic materials, memorization of phrases, and graded introduction of grammatical structures with little explanation of patterns, excessive use of repetition, and the use of tapes, language labs and visual aids. This method paid great attention to pronunciation, and the use of the mother tongue in the classroom was not allowed either.

With the emergence of Noam Chomsky's theories on the "deep structure" of language, and the understanding of the affective and

interpersonal nature of learning by psychologists, some innovative methods for teaching languages arise. Methods such as **"Student-centered teaching"** (based on Carl Rogers' ideas on education), **Suggestopedia** (derived from the idea of the Bulgarian psychologist Georgi Lozanov that the human mind can process large amounts of information if ideal conditions for Learning), and the Silent Way by Caleb Gattegno, characterized by an approach that facilitates learning through the use of objects. (Chomsky N. , 1975)

These methods can be used nowadays with great results on students' learning since they can look for the knowledge they need with the help of different tools and resources, guided by independent study and research.

The communicative approach emerged in the 1970s and was gradually accepted in the 1980s. Its widespread acceptance was largely due to a reaction against grammar-translation and audio-linguistic methods.

Othman, A (2016) refers to this particular in his thesis by saying that:

> The 'what to teach' aspect of this approach place more importance on language functions than on structures. The second aspect, 'how to teach', states that the classroom interactions should involve meaningful activities which create opportunities for practicing real communication in order to develop a student´s knowledge and skills. (p. 49)

These thoughts about communicative language teaching are essential for foreign language acquisition, since they develop contents and skills at the same time, as a closely related system in which students learn in a

meaningful and communicative way, thus retaining those aspects longer on the students' memories.

It is also convenient to mention one of the main weakness of this method mentioned by Altasan, A. (2016). "One of the weaknesses of this approach is that learners may bi-pass grammatical accuracy since their primary concern is mastery of content rather than development of accurate language use." (p. 1)

Therefore, teachers should not forget accuracy in language teaching in their attempt to reinforce fluency; again, there must be a balance of methods and procedure for adequate foreign language acquisition.

2.2. Theoretical Foundation

2.2.1. Linguistic Foundation

Teacher should balance all the components of a language as a system because vocabulary is really important as grammar is. Considering the vocabulary as a set of words that form a language, the authors of this research classify three different **types of vocabulary**:

Receptive vocabulary which is composed of words that students could understand without help, even if they cannot explain their meaning easily due to the fact that they are only heard them from a lecture or from a discussion.

Productive vocabulary, constituted by the words employed daily, for example, words that can help students to express a routine life.

What is expected by the authors of this research is to develop in a high level, the productive vocabulary.

The development of Linguistics and its branches has a psychological basis built upon the ideas of Vigostky's Historical-Cultural Approach in general and Leontiev's theory of verbal activity, with its philosophical-methodological basis in dialectical and historical materialism. Vygotsky, L. (1981) argues, "In organizing the learning of a language, it must be considered that it is first and foremost ..." (...) means of relation and communication "(p. 223). The theory of A. A. Leontiev (1981) considers verbal activity as the process by which man uses language in order to transmit and assimilate historical-cultural experience or the establishment of communication or planning of his activities.

From the linguistic point of view, the communicative approach is based on the linguistics of the text, a branch of linguistics that studies spoken texts and writings. It deals, for example, with the way in which parts of a text are organized and interrelated to integrate into a meaningful whole (Richards J. C., 2001, p. 33). The linguistics of the text addresses the understanding of language from three perspectives:

- Semantics (meaning): relation sign - thought - reality.

- The pragmatic (use): the relation man - sign and sign - man, which includes the context.

For the development of a language as a system, it is necessary to take into account the lexicology because of the importance of the relationship between the lexicon and their units. In the present research, both perspectives previously mentioned have also been taken into account. Semantics, because it is indispensable to know the meanings of each word that we learn before being employed. The pragmatic perspective, because of the use of those words already acquired at the moment of communication.

The communicative approach is also based on pragmalinguistics (relationship between language and context), with psycholinguistics and sociolinguistics as two fundamental pillars. Psycholinguistics studies the language-thought relationship, and, through it, the language-reflex relationship of reality. Sociolinguistics, for its part, studies the relationship between language and society / culture.

It is precisely from this pragmalinguistic perspective that the communicative approach recognizes as its goal the achievement of communicative competence as language should be taught within context because one word may have different meanings depending on contexts.

The communicative approach articulates these five components organically and focuses on the principles that apply particularly in the direction of the teaching-learning foreign language communication. They are:

- Principle of communication aimed at the teaching-learning process.

- The principle of the organization of communicative content in terms of functions, concepts and linguistic structures.

- Beginning of the decisive role of the need for communication in a particular social situation. (Richards J. C., 2001)

The sequence of steps systemically organized that continue to get students to appropriate language skills and gradually transformed into skills for use is called 'the cycle of teaching and learning of the linguistic-communicative content', which follows free and spontaneous communication.

In cognitive activity, the subject passes during the learning process through different stages in a planned way. This approach is supported by the principles of the theory of the stepwise formation of mental actions.

The cycle shown comprises six interrelated systemically stages.

1) Initial communication practice.
2) Identification, analysis and solution of educational problems.
3) Practice controlled directed to form.
4) Guided Practice.
5) Free Practice Integrative.
6) Creativity application. (Font, 2006)

The present research follows a linguistic-communicative cycle proposed by Dr. Font (2006). The cycle proposed in the present study has six systemically interrelated stages, as shown in the graph bellow.

Graphic No.1 Linguistic - Communicative Cycle
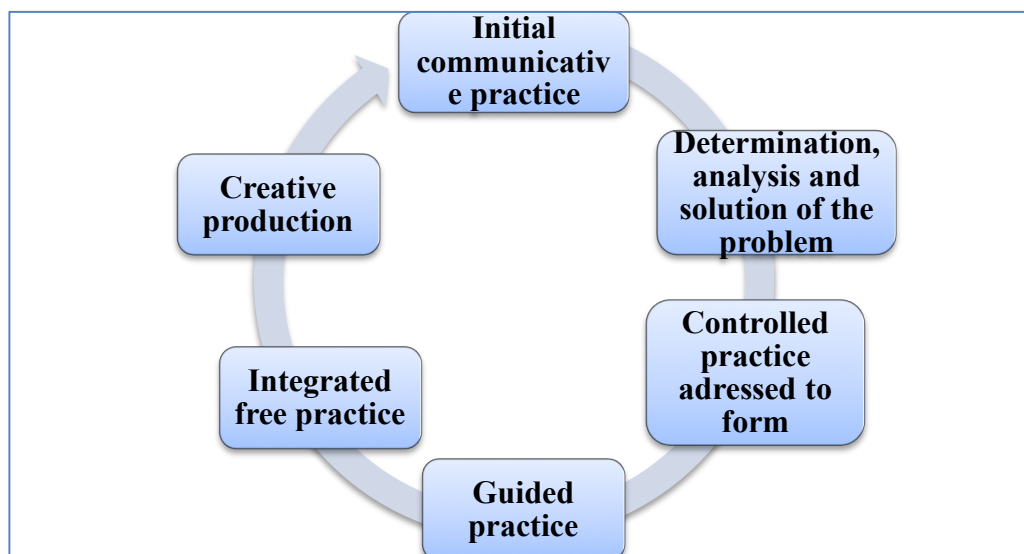
Source: Font, S. (2006)
Elaborated by: Alvarado María José, Wilson Cruz

The process begins with the need for communication with a situation intentionally provided by the teacher. Students use the communicative resources they have to interact and talk about a topic that will gradually guide them to need new linguistic elements to be able to express their ideas. This stimulation is an additional motivational element that allows the students to learn better because the new elements become necessary and significant.

Students immerse themselves in a communicative activity from which some contradictions occur in one or more components of the communicative competence.

Then, the immersion of the students in a situation appears in which they should solve a problem. The teacher isolates the example on the board and adds more examples that are similar. This stage is essential for the formation of linguistic habits after the comprehension of the phenomenon.

A very useful exercise within the guided practice is the role-play exercise. This exercise is eminently a communicative one, and therefore it is based on a gap of information, opinion or judgment. Nevertheless, the role-play exercise needs previous preparation, mainly for those students whose development of communicative skills is not so high and have poor knowledge of the vocabulary.

In free practice, the students are ready to integrate themselves in a communicative activity of spontaneous and free expression, putting into practice the skills developed in the new unit together with the previously ones acquired.

The creative production is mainly developed out of the classroom. The students apply their knowledge, skills and strategies acquired to solve communication problems independently in the social context they have prepared for.

The teacher assesses each of the stages during its development, and depending on its effectiveness, the process will go on or go back. This constant feedback turns out to be of great importance to avoid walking on a surface without firm foundations. It is not about that each stage should be clearly delimited. It is possible and logical that they mix, because the teaching-learning process of a foreign language is characterized by being marked by transfers.

That is, the jump from one stage to the other is not quantitative, but qualitative. Besides, a language class, though meticulous planned is

susceptible to unexpected situations from the students' experiences. All the process is accompanied by feedback, correction and assessment.

In addition, reference is made to exercises focused on accuracy or focused on fluency, seen as necessary at different stages of the cycle. Using these two types of exercises according to the needs of students in the cycle is ideal.

Finally, the process takes into consideration the Common European Framework (CEFR) which describes in a comprehensive way what students have to learn, as well as the knowledge and skills they have to develop to be able to perform effectively. The description also covers the cultural context in which the language is acquired. The Framework defines levels of language proficiency that allow students to check their progress at each stage of learning.

2.2.2. Pedagogical-Didactic Foundation

It is considering the motivation as a mixture of different kind of needs, internal and external factors that help people to feel stimulated for doing something, it could be in personal, educational or labor field. "**Intrinsic motivation** remains an important construct, reflecting the natural human propensity to learn and assimilate. However, **extrinsic motivation** is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation." (Ryan and Deci, 2000, p. 54)

Everybody have internal factors that motivate the accomplishment of an activity, those factors could be the pleasure to achieve a goal, the pride of success, enthusiasm, personal beliefs or needs, among others. Nevertheless, there are also external factors like the pressure to finish that activity or the social support.

In short, in this research it is established that motivation towards vocabulary learning is increased though ludic activities. Those activities encourage students and the importance of motivation had been into account.

The objectives of the teaching-learning process reflect the needs of the student, and include both functional skills (social use of the language) and linguistic competence. The presuppositions of the communicative approach are closely related to the ideas of Vygotsky (1981), who argues that learning a language presumes its social use, that's why it is inseparable from the understanding of other people, the environment, social and individual.

 Savignon (1983) defines communicative competence as "functional efficiency in the use of language; The expression, interpretation and negotiation of meaning involving the interaction of two or more persons belonging to the same or different linguistic communities, or between a person and an oral or written text." (p. 58) This definition contrasts by its richness at that time with the traditional definitions of grammatical competence as knowledge of the grammatical structures of the language at the sentence level. It highlights the reference to oral or written subject-text communication, which contrasts with reductionist positions of the focus that limit its application to oral and written expression skills.

Jack C. Richards (2001) defines communicative competence as "the ability to use language appropriately in communication depending on the spatial and temporal context, the roles of participants, and the nature of the transaction that occurs." (p. 128)

The Communicative Competence is a wide concept and teachers should understand what it implies because by comprehending its meaning and dimensions, they will be able to train their students to be competent in the foreign language.

It is also important to assess the concept of communicative competence formulated by Soviet didactics Zimniaya (1989):

(...) the set of social rules, of the national culture, the values and values that determine both the form and the permissible content in the language of the language that is studied. It is the individual's actual capacity to organize verbal activity appropriately to the different situations of communication (according to objectives, role relations, form, content, etc.) in their receptive and productive activities, in correspondence with every concrete situation. (p. 28).

Based on these conceptions, in this thesis the concept of communicative competence stated by Font, S. (2006) is preferred due to its close relation with the purpose of this research. It is understood as:

The performance of the subject in his verbal and non-verbal activity in real communication situations that involve the interaction between

two or more people, or between a person and an oral or written text, in correspondence with a particular social context.   (p. 56)

For its better study and understanding, and according to Savignon, S. (1983) the **communicative competence** has been detailed in five fundamental components that interact dialectically:

- **Linguistic Competence**
- **Sociolinguistic Competence**
- **Discourse Competence**
- **Strategic Competence**
- **Sociocultural Competence**

These five components are systemically interrelated. The methods prior to the communicative approach were mainly concentrated in the first one, and did not pay much attention to the others, and therefore did not favor the achievement of communicative competence as such.

The communicative approach, on the other hand, articulates these five components organically. Each of them is explained below:

Linguistic Competence: it refers to the competence to express themselves and to understand with correctness in the three levels of the language: morpho-syntax, pronunciation and lexicon. This component is expressed primarily at the sentence level.

Sociolinguistic Competence: Component that places the language in the concrete social context in which the communication process is developed.

Being competent from the sociolinguistic point of view involves constructing and interpreting messages appropriately in correspondence with a specific communicative situation.

Discourse Competence: The competence to perceive and achieve coherence in ideas in meaningful communication patterns. This competence is closely related to the logical structure of discourse, both in oral and written codes. It involves the proper use of link elements, and references within the text and outside it.

Strategic Competence: The competence to use verbal and non-verbal strategies to solve problems that may arise in communication. It is a question of reformulating a message when it is not understood, expressing the same idea in several ways, and obtaining information from others that has not been fully or partially understood.

Sociocultural Competence: Competence to act with familiarity in the sociocultural context in which the language is used, and to select culturally appropriate behaviors, not necessarily linguistic. It includes, among others, elements the spatial and contact relationship between people in a conversation, gesticulation, as well as the ways in which one acts in similar social situations in one culture and the other.

This component is one of the most difficult to develop when the teaching-learning process comes from the cultural reality of the language being studied, especially when teachers are not very familiar with it.

Additionally, some pedagogical strategies and procedures to teach vocabulary are worth mentioning for the purpose of the present thesis. According to Handson, S. (2017), there are four essential components of vocabulary instruction.

1. Providing rich and varied language experiences
2. Teaching individual words explicitly
3. Teaching word-learning strategies
4. Fostering word consciousness

Graphic No.2 Essential Components of Vocabulary Instruction
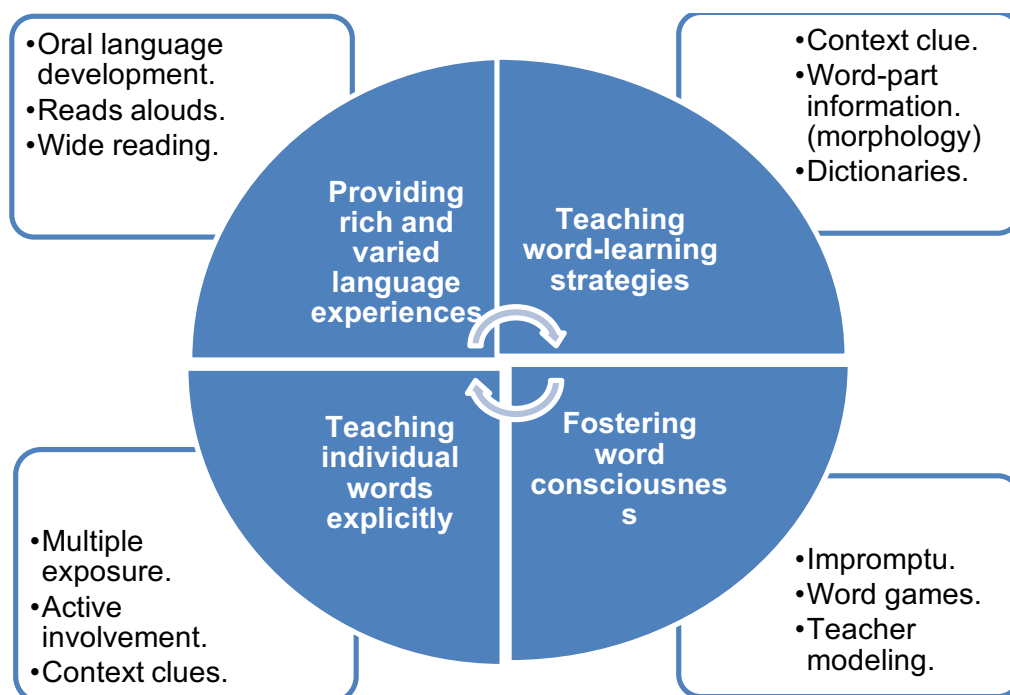
Source: (Handson, 2017, p. 8)

The model mentions four basic components to take into consideration when teaching vocabulary. They mainly refer to giving the students the

opportunity to have chances to use the new words or phrases in different contexts, with an appropriate morphological analysis, explaining or paraphrasing the different meanings and connotations and offering varied activities and exposure to the English language.

When referring to different types of activities Richards, J. (2006) mentions some of them, which are listed below, taking into account the communicative language teaching and the three main stages: mechanical practice, meaningful practice and communicative practice.

Graphic No.3 Communicative Vocabulary Activities

Information gap activities .

Reasoning-gap activities

Information-gathering activities

Jigsaw activities .

Role-plays

Task-completion-activities

Opinion-sharing activities

Information-transfer activities

Pair and group work
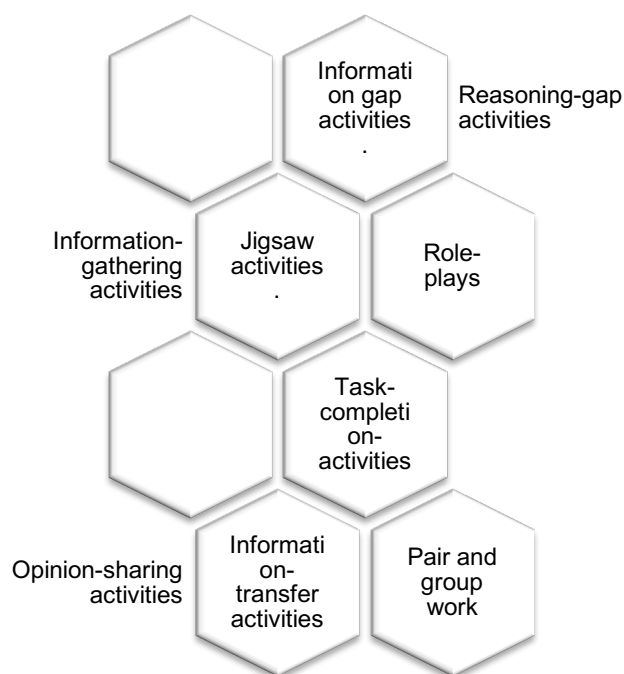
Source: (Richards J. , 2006, p. 14)

Information-Gap Activities: This refers to the fact that in real communication, people normally try to get information they do not know. Therefore, students are given cards with missing information that the other

pair has, and they should look for it, forced to use English to get that missing information.

Jigsaw activities: This activity is similar the above-mention one, but each group needs to fit the pieces together to complete the whole.

Task-completion activities: puzzles, games, maps, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing someone or something.

Information-transfer activities: These require learners to read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Cruz-wiley, C. (2010) states three main strategies for vocabulary teaching: building sentences, key word strategy and vocabulary self-collection.

Graphic No.4 Strategies for Vocabulary Teaching

Building sentences	Key word strategy	Vocabulary self-collection
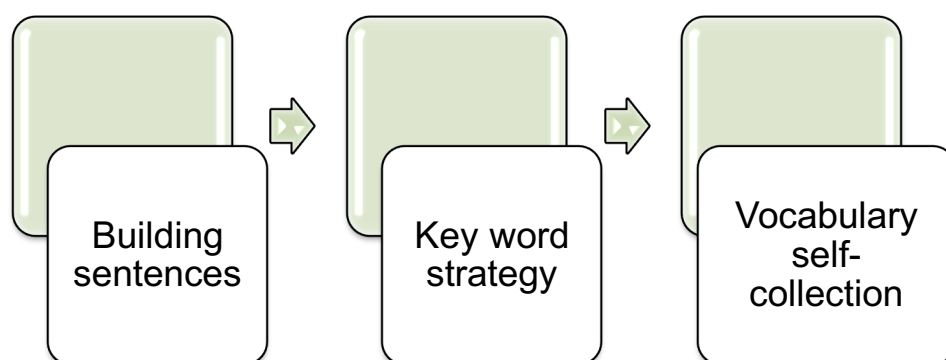
Source: (Cruz-wiley, 2010, p. 15)

Strategy 1 – Building Sentences

Teacher lists and pronounces 6-8 vocabulary words related to the major concepts to be learned and that are adequately defined by context in the text to study. Some of these words can present relations to the text that students already know.

1. Students individually, with a partner or in groups use at least 2 of these words to write sentences that they think may be in the text. The teacher has

already provided the list of sentence starters to help beginner students create their sentences. This is a draft of the sentences that will be edited later.

2. Students read and verify the content vocabulary to verify if the content they predicted was related to the text.

3. Students generate new sentences using the targeted vocabulary and this time they will support their sentences with the text.

Strategy 2 – Keyword Strategy

1. Teacher reviews with the students the meanings of new vocabulary words and asks them to create personal, visual images to help them remember the meaning.

2. Students create images that they will remember and discuss them with their classmates and with the teacher.

3. Ne words with pictures or images are recorded in their vocabulary notebook.

Strategy 3 – Vocabulary Self-Collection

1. Students will read a common text and will select (highlight or write in their notebooks) a word they consider important and that should be shared with the class.

2. Students and teacher present the words and their meaning according to the text. These definitions can be expanded or clarified, and a dictionary can be used for final clarification. During this process, students share the reason why they think the word selected is important for understanding the text.

3. After all the words have been explored; a final list of words is made of the words that are considered most important for understanding the text. Students record these words in their vocabulary notebook or journal.

4. Follow-up with activities to monitor that words have been learned.

More recently, Sancho, E. (2015) mentions certain **methodological guidelines for learning vocabulary** in a foreign language, following a flexible and open methodology able to be adapted to each student's needs and the context.

Conventional Strategies: they consist of drills that are done automatically and students do not learn contextualized words, but in isolation. In the classroom, it is carried out with a brief explanation of the teacher, after which individual exercises are performed and finally corrected. These activities may consist, for example, of relating words to images; words with definitions; synonyms and antonyms or group vocabulary in semantic fields.

Ludic Nature Strategies: they are also drills and words are not contextualized, but allow students to work in pairs or small groups, making it more dynamic and representative. Playful activities are, for example, crossword puzzles and word search puzzles; relate words to simulated

actions; discover words that rhyme; the game of the hanged man or chained words.

Contextual Strategies: these activities integrate words in a context, that is, a text. This is how students will be able to understand the meaning more easily, and in fact, if topics that they are curious about and interested in are offered, they might be more striking for them. Teachers can work with oral or written texts, for example the press.

Realia: this methodology is what motivates the students as they go to work with real materials, that is, materials students will get from mailboxes or from home, such as propaganda, information brochures of places they have visited, videos and audios (songs for example) and objects.

Constellations: it is a cooperative, inductive and dynamic way to learn new vocabulary; it is a question of learning vocabulary by creating connections from a word.

This methodology follows a sequence, starting with the word generator, which becomes the trigger word for the linguistic network. The constellation is done in groups on the blackboard with the teacher as a guide, there will be five words for each topic to be addressed and from these, others will appear, which will make students remind each word.

Dramatizations: they refer to the word beyond being pronounced, to the non-verbal language as a globalizing character of language. Through this technique, students can go beyond simply learning the vocabulary and acquiring language skills. To be carried out teachers must make aside the

chairs and tables, leaving the center of the classroom empty and then the implementation of this method begins, following an order, preheating, dramatization and evaluation. Preheating consists of doing exercises that prepare students for dramatization, such as warming up the voice.

The dramatization is the representation of a scene in a specific place, every drama must have a theme, an argument, characters, a conflict, a place and a time, and it is carried out in groups of four or five students for about three or four minutes in length. Finally, the evaluation will be carried out in the form of a colloquium between the whole class, or through a questionnaire to check if vocabulary was acquired.

In conclusion, all these strategies and types of activities are very useful to guarantee the students' success, but the main idea is to focus on the use of vocabulary acquired in communication using the strategy that best fits the students' needs, the students' level and the objectives of the lesson.

The general laws of didactics express the objective regularities that are established between the teaching-learning process and the society, that is, between the objective and the social need. In this process are also present the laws that establish the internal relationship between its components.

The laws give rise to a system of general principles that define the ways of applying them in education as a general process for humans' formation, which is concerned with pedagogical science. The bibliographical revision in this sense included authors of great importance for the teaching of foreign languages worldwide in the last thirty years, such as the author GV Rogova (1983) and the most relevant specialist in this period, Rosa Antich (1987).

Rogova defines principles as guides to action, in this case, as guides for the teaching-learning process. It assumes the fundamental principles of general didactics as a starting point for the teaching of a foreign language and details the particularities of each one in the context of the teaching - learning process of foreign languages.

It is possible to specify in this research a system of principles that, according to Antich, are applied particularly in the direction of the communicative teaching-learning process of foreign languages. They are:

- Principle of communication as an objective of the teaching-learning process.

- Principle of the organization of the communicative contents in terms of functions, notions and linguistic structures.

- Principle of the determinant role of the need for communication in a specific social situation.

- Principle of communication as an objective of the teaching-learning process. (Antich, 1987, p. 40)

These principles reflect the philosophy teachers should adapt in their lessons and classrooms, it is a way of thinking and performing in front of certain circumstances where they have to be flexible enough to adapt these principles for the students' success.

Although it had already been sketched in the framework of previous methods, the principle of communication constitutes the very essence of the communicative approach. Language is a means of communication and not a set of grammatical rules or a list of words. People learn a foreign language to communicate in it. This is the social need. It follows that the objective, as a dependent variable in this relationship with society, is to resolve this problem. In the teaching of foreign languages active communication has to be both an objective and a teaching vehicle. It is for this reason that the relationship between teaching and learning with oral and written communication influences the determination of instructional objectives, contents, procedures, teaching methods and forms of evaluation. (Antich, 1987, p. 60)

In the principle of the organization of the communicative contents in terms of functions, notions and linguistic structures, the contents are organized and structured based on communicative functions or purposes, also called acts of speech. These functions are related to certain notions, themes or concepts, and in turn with the appropriate linguistic structures to fulfill these communication purposes within the framework of the selected notions.

Penny Ur (1996) defines notions as:

Concepts that language can express, and classifies them in general (time, color, place - that is, semantic areas) and specific (specific elements of vocabulary). Ur defines functions as what can be done with the language: identify, explain, deny, promise, etc. (p. 65)

Lock (1996) argues that "programs are organized around semantic notions such as time, place, quantity, and communicative functions (communicative uses of language)." (p. 78) Language structures alone were the guiding thread in the organization of content in previous methods.

In the early years of the communicative approach the reaction to this was to consider that linguistic structures should not be included, and that is why this principle has been formulated by some specialists without considering the third element. This author considers that it is not possible to learn a foreign language without knowing and knowing how to use its linguistic system. What is involved is to focus the linguistically communicatively.

This consideration is based on the criteria of such well-known specialists as Wilga Rivers (1987) and Geoffrey Leech (1983). Wilga Rivers argues that grammar is the framework in which language operates, they are "the bones of the bird" (p. 176), and clarifies that teaching grammar does not only mean explaining grammatical rules. Rivers agrees with Leech that learning a structure or grammatical element must be related to its communicative potential, that is, its social use.

The next principle is that of the determinant role of the need for communication in a specific social situation. (Font, 2006, p. 34). A. A. Leontiev (1981) explains, "The second language is assimilated from top to bottom" (p. 87). That is to say, the process starts from the global, from the communicative situations, in which the students need to use the language.

Then, it continues in the plane of the rhetoric (the way in which the language is organized in these situations, the structure of the discourse), to

get to the grammatical component (the linguistic forms that are used most frequently in these situations). This principle is directly related to the analytical approach, that is, the teaching-learning process is organized from the purposes for which the language is learned, and the types of linguistic action required fulfilling these purposes.

The pedagogical foundation of the communicative approach is expressed, moreover, in the **unity of instruction and education**, as the most important law of didactics. The didactic principles form a system that interacts and complements on the basis of the complex relationships between the laws that operate in the teaching-learning process. These three principles of the communicative approach complement the application of the system of general didactic principles in the teaching-learning process of foreign languages in general and of English in particular.

2.2.3. Sociological Foundation

Since **education** is a fundamental pillar for the progress of **society**, as well as the motor that drives its development, this research aims to apply communication and motivation as didactic resources for the improvement of English language teaching and learning, which contribute to form critical, autonomous beings, capable of developing in a globalized, competitive world.

These concepts will make students succeed, not having more knowledge, but as entrepreneurs, honest, responsible people capable of solving problems. Society is undoubtedly transforming, and education plays a preponderant role because it is one of the most powerful instruments for making that change. In accordance with this point of view, López, C. (2007) offers the following arguments:

- The person is not born predisposed to social life, does not seek the social spontaneously.

- Education is not genetically transmitted.

- The social world is too complex to be assimilated individually. (p. 365)

Therefore, teachers who exert influence and moral influence must take these elements into consideration. The teacher must symbolize the duty of society, that is, the best of society.

Miner, J. in his book Organizational behavior 1, essential theories of motivation and leadership (2005) evocates five **factors of motivation** that influence the job satisfaction.

Job satisfaction is viewed as an outgrowth of achievement, recognition (verbal), the work itself (challenging), responsibility and advancement (promotion). These five factors are considered to be closely related both conceptually and empirically. When they are present in a job, the individual's basic needs will be satisfied and positive feelings as well as improved performance will result. The basic needs specified are those related to personal growth and self-actualization, and these are said to be satisfied by the five intrinsic aspects of the work itself. (Miner, 63, 2005)

It is true that those factors can produce a stimulation in the process of doing an activity at job but also the authors of this project consider that those five factors influence the academic satisfaction and not only at job.

As example, it can be analyzing the moment where students have to present a project in class because first, there is always a date established for that performance, it means that they have to be responsible with that. Second, previously motivated, they present their work as well as they can in order to achieve their objectives. Third and finally, they had demonstrated their advancement in the case of those students tried to do the same activity before but they did not perform because of the lack of motivation and they preferred to not do it.

Molina de Colmenares and Pérez de Maldonado (2006) presented an article about "the relationship climate to the living together and the learning in classroom" in which they argue that both, the school climate and the classroom climate have a favorable point "which represents an open, participatory, ideal, coherent climate in which there would be greater possibility for the integral formation of the student from the academic, social and emotional, since there would be more opportunities for harmonious coexistence." (pp. 193-219)

A harmonious coexistence in class is very important because it is the most appropriate climate for the teaching – learning process. Motivated students and teacher will create that climate and enjoy the topics established in their textbooks complemented and enriched with extra support.

2.2.4. Psychological Foundation

The experience with high-school students in the English language courses, demonstrates that foreign language education requires psychological attention as a core. It is vital to reduce **psychological barriers** that may arise in learning.

Some of them are the **fear** of returning to the vulnerable position of student in a discipline that many become invincible, the **challenge** of making a fool of themselves and the **pressure** exerted by the social and family contexts.

The psychological aspect is of fundamental consideration in the educational treatment of young students in search of alternatives that lead to the reduction of factors. Psychological problems may impede the good development in the effective learning of these students. The psychological dimension seeks precisely to solve these problems trying to:

- Reduce the negative stress that the aforementioned barriers can create.

- Reduce the cognitive processes that go from knowing to being able to do something they know, and that this always responds to a communicative need.

- To counteract these possible limitations of the young student through the teaching path that the brain uses.

- Reduce stress (meaningful, enjoyable and interesting learning).

- Make integral use of the brain through activities and teaching tasks.

- Achieve the immediate transfer of short-term memory to the memory at long term (from the theoretical to the practical).

- Resize the role of the teacher who should be a guide by excellence.

- Reduce stress through an affective and trusting environment teacher-student, student-student interactions. (Alvarez de Zayas, 1996, p. 74)

One of the most effective ways to reduce the above-mentioned psychological barriers is through **motivation**, where students feel they really want to learn the language in spite of all the obstacles and problems that may arise.

Psychology is full of theories about motivation and the authors of this research have considered appropriate to evocate and analyze the **Maslow's hierarchy of human needs.**

Graphic No.5 Maslow's Hierarchy of Human Needs
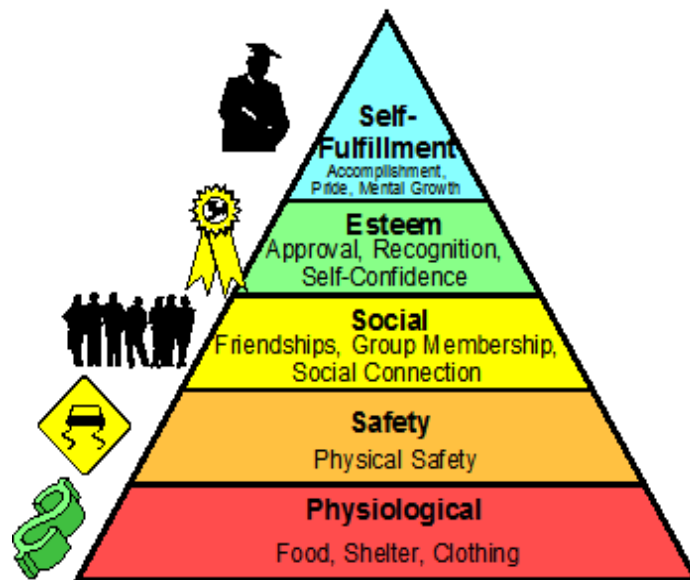
Source: Quarterman Lee & Tetzlaff, 2010

This theory was introduced by Abraham Maslow (1943) where he presents a description of how motivation can be the factor that influences people to do something, as mentioned in his book Theory of Human Motivation. "As we satisfy basic needs human forming higher needs and that these depend on the satisfaction of lower needs, all this when we Sorry we discouraged, we should really ask is what needs are neglecting" (Maslow, 1943, p. 67).

In conclusion, to continue to the next level on Maslow's hierarchy it had been necessary have satisfied the previous one, it is the same in the classroom because before a production of students, motivation had been required.

2.2.5. Philosophical Foundation

Human beings are distinguished from the rest of their kind by their capacity of reasoning, by their ability to reflect on the problems they have to face in order to learn, work and live. They share with animals the instincts, reflexes and the learning of certain skills, but within the educational field, they have the exclusiveness in the acquisition and development of characteristics specifically human. That is why **people** are **educated** and **animals** are **trained**.

Some of the learning that human beings acquire and develop are related with the social environment in a systematic way, others through intentional processes planned in regular educational courses.

Cognitivist academics believe in learning as the result of learners' attempts to make sense of the world. For this, they use all the mental tools at

hand. Therefore, the way people learn and how they learn is concerned with the development of their capabilities.

This research is based on the **Critical Propositional Paradigm** because it analyzes in depth how students learn vocabulary through motivation. This research seeks the development of students' motivation through a design of a brochure with ludic exercises.

According to Kuhn T. (1971):

The paradigm is a basic schema of interpretation of reality, comprising general theoretical assumptions, laws, models, methods and techniques that are adopted by a community of scientists. Theory, research, and scientific action are subject to rules and norms, derived from a paradigm (p. 79).

It is proposed as an alternative for social research because it encourages the interpretation, understanding and explanation of social phenomena. It is critical because it questions the mold schemes of doing research committed to instrumental logic of power, and it is propositional because it raises solution alternatives built in an environment of cooperation and proactivity.

This view is supported ontologically on the basis that reality, society, actors and processes are constantly changing; science is only an instrument to interpret what is intended with a research that is to look for much more effective alternatives within learning of a foreign language.

It is also founded epistemologically, since it is based on the subject -
object relationship within research; as it is part of the educational institution to
be investigated but it is not separated from the current reality of the city of
Guayaquil. The relationship and direct interaction existing between the
researcher and the object of research as well as with the variables that make
up this research make possible the transformation of society.

Finally, this research is also founded from an Axiological standpoint; it
is based on the effect of the researcher' values, since it is not a being without
values. It is part of a society and within the group of students, influenced by a
paradigm, that lives in an educational context but that tries to respond up to
some extent to an improvement in the learning of another language, from its
own personal human values that can limit it.

2.2.6. Legal Foundation

The present research within the legal framework is based on The
Constitution of the Republic of Ecuador, Section 1, **Education**, Art. 350.
The system of higher education aims at academic and professional training
with a scientific and humanistic vision; Scientific and technological research;
Innovation, promotion, development and dissemination of knowledge and
cultures; the construction of solutions to the problems of the country, in
relation to the objectives of the development regime.

Finally, in the Constitution of Ecuador (2008), Title VII of **the Regime
of Good Living**, section one referring to Education, art. 343 mentions that:
The national education system will have as its purpose the development of
individual and collective capacities and potential of the population, which will
make learning possible, and the generation and use of knowledge,

techniques, knowledge, arts and culture. The system will focus on the learner, and will function in a flexible and dynamic, inclusive, effective and efficient manner. (Gudynas, 2009, p. 114)

It is necessary to evocate the article from the Ecuadorian constitution where is established the right of education for everyone, which is the following:

Art. 26. Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and responsibility to participate in the educational process. (Assembly, 2008).

Teachers of English take into consideration the principles ruled by the Constitution of the republic of Ecuador, where all people have the right to be educated and developed in their full potential, using all the resources available and focusing on the learner as the main aim.

CHAPTER III
METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1. Methodological Design

It is of a quantitative nature due to the requirement of tabulation and processing of the data obtained during the use of the instruments applied.

It is reflected in turn, the qualitative research and statistical techniques that were used, where the results have been analyzed, the theoretical sources have been also evaluated through an evaluated and interpretive process, it means, that this research can been established as having a mixed character.

3.2. Types of Research

A classification of the present research can be presented.

It is **descriptive** because a diagnostic test is made to characterize the current situation of the students of the Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School, about the vocabulary development and the need of didactic resources for vocabulary learning.

On the other hand, it is explanatory when the analysis is presented once the cause or reason of the conflict situation had been founded, it means that through the research of this project, it attempts to explain why motivation is necessary for vocabulary learning and how it influences the teaching – learning process.

In addition to, it can be interpreted as mixed research due to the **qualitative** and **quantitative** processes that have been necessary in order to obtain the results presented.

Concluding, with a **purposeful** research, characterized by the establishment of goals, as all research has purposes which generate useful knowledge for both, the researcher and people involved during the process.

3.3. Population and Sample

For the development of this project, a study of the population of the institution was carried out, considering the population as a set of individuals that have common characteristics which will be the object of studies and analysis. Therefore, the population of this research has been composed of 47 students from the Ninth Grade section "B" of the "Rita Lecumberri" High School and 1 teacher corresponding to the English area, language implicit in the present study.

In view of the fact that it is a population less than one hundred, all the individuals involved have been taken as a sample.

Table 1. Distribution of population and sample

Distribution of population and sample		
Detail	**Population**	**Sample**
Students	40	40
Teacher	1	1
Total	**41**	**41**

Source: Data gathered at "Rita Lecumberri" High School
Created by: María José Alvarado and Wilson Cruz

3.4. Operationalization of Variables Table

Table 2. Operationalization of variables

Variables	Dimensions	Indicators
Vocabulary (Dependent Variable)	Perspectives of the Linguistics of the text	Semantic (meaning)
		The syntax (organization)
		The pragmatic (use)
	Strategies for vocabulary learning	Building sentences
		Key word strategy
		Vocabulary self - collection
	Communicative vocabulary activities	Information Gap activities
		Jigsaw activities
		Role-plays
		Task-completion-activities
		Information – Transfer activities
		Pair and group work
	Didactic strategies for teaching – learning vocabulary	Conventional strategies
		Ludic nature strategies
		Contextual strategies
		Realia
		Constellations
		Dramatizations
Motivation (Independent variable)	Types of motivation	Intrinsic
		Extrinsic
	The factors of motivation	Achievements
		Recognition
		Responsibility
		Stimulus
	Human needs influenced by motivation	Auto-realization
		Recognizing
		Affiliation
		Safety
		Physiology

Source: Chapter ll, Theoretical Framework, Foundations
Created by: María José Alvarado and Wilson Cruz

3.5. Research Methods

In this research, the methods that have been applied from the theoretical point of view are:

From **analytical – synthetic** character, because the results obtained through the logic of the investigation allow to understand the conflictive situation, it means, the variables are decomposed for a better analysis and a better deepening which are later put together in a general conclusion to make a synthesis as complement of the analysis.

From **inductive – deductive** character, due to the study of the particular on the problem in the students of Ninth Grade section "B" of Basic General Education of the "Rita Lecumberri" High School allowing to reach general conclusions and that may be suitable to another institution.

From **historical – logical** character, since, for the development of the present research, it is necessary to have knowledge of the recorded antecedents in relation to the object of study.

From the **systemic – structural – functional** character, addressing the development of the proposal established, it is considered to be a system because the brochure is composed of units and those units contains different kind of exercises, which are interrelated and interdependent. The proposal follows a structure detailed in its index presenting the exercises classified according to each unit. The proposal designed to be practical and useful, consists on a brochure with ludic exercises for vocabulary learning, in order to

achieve the improvement of the teaching – learning process. Each of the parts of the brochure having its own function, given in the objectives provided.

3.6. Techniques and Instruments of Investigation

For the development of this research, empirical techniques have been applied such as a survey, an interview and an observation in "Rita Lecumberri" High School.

3.6.1. The Survey

Considering it as one of the research instruments of quantitative approach that allows to know opinions to reach a conclusion and to gather the necessary data, through concrete statements addressed to the people intervened, providing a better identification of their needs thanks to the answers given.

The questionnaire designed by the authors of this research has been addressed to the students, and it was composed of fifteen items based on the variables but also focused on the proposal, using a Likert scale of quality and frequency.

3.6.2. An English Teacher's Interview

With a qualitative and structured approach because it is done with a focused questionnaire previously defined as instrument, raised with concrete questions, addressed to the English teacher. This technique is used in order

to acquire data through verbal, direct and personal questions for a better analysis of the research.

3.6.3. The Observation

Resource that allows the approach to the phenomenon presented in the population involved. Thus, this field technique, based on the observation guide as instrument, allowed, thanks to the direct contact, to locate and analyze the lack of motivation to learn vocabulary in English, in students of the Ninth Grade section "B" of the General Basic Education of the "Rita Lecumberri" High School.

In addition to, statistical techniques are presented in this research, such as the Pearson chi square test.

3.7. Analysis and Interpretation of Results

After applying the instruments of investigation, the results were as follows.

3.7.1. Students' Survey Results

Table 3: Quality and percent in the survey Item No. 1

My vocabulary development is not adequate.			
CODE	CATEGORY	FREQUENCY	PERCENT
ITEM **No. 1**	Totally Agree	9	22%
	Agree	17	42%
	Indifferent	10	25%
	Disagree	3	8%
	Strongly Disagree	1	3%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 6
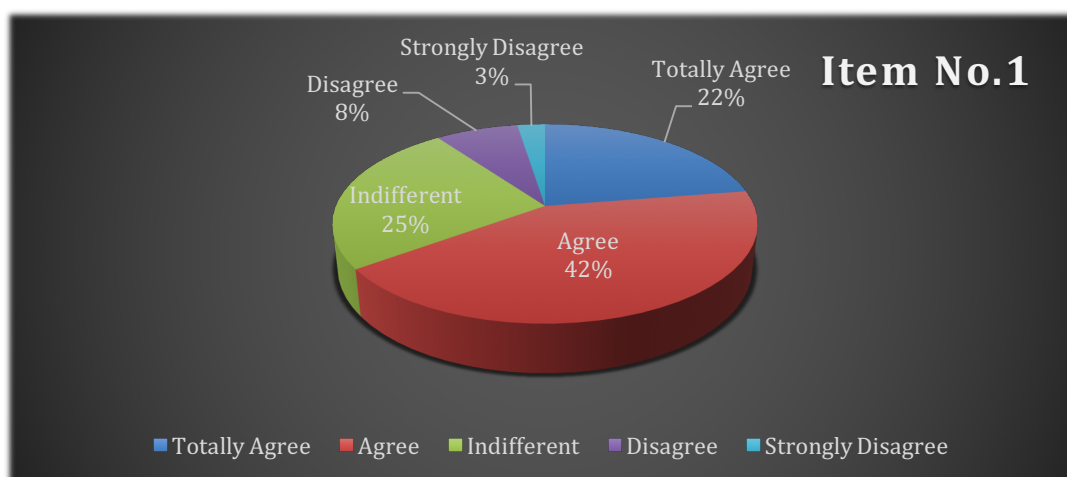
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: It is evident that most of the students agree that they do not achieve the level required which is A1.2, issue that could be improved, learning vocabulary through different activities.

Table 4: Quality and percent in the survey Item No. 2

CODE	CATEGORY	FREQUENCY	PERCENT
I consider that motivation is important for the development of vocabulary.			
ITEM **No. 2**	Totally Agree	25	62%
	Agree	11	28%
	Indifferent	2	5%
	Disagree	2	5%
	Strongly Disagree	0	0%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 7
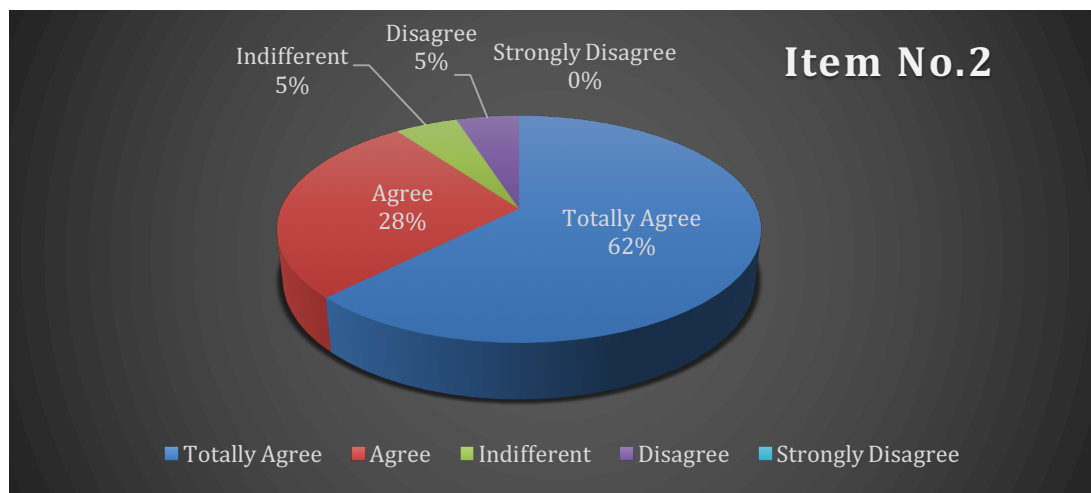
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: The majority of students are aware of the importance of motivation for vocabulary learning, which is the positive point for the implementation of a brochure with ludic activities.

Table 5: Frequency and percent in the survey Item No. 3

Having an enriched vocabulary helps to improve the skills of a language.			
CODE	**CATEGORY**	**FREQUENCY**	**PERCENT**
ITEM No. 3	Totally Agree	24	60%
	Agree	12	30%
	Indifferent	3	7%
	Disagree	0	0%
	Strongly Disagree	1	3%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 8
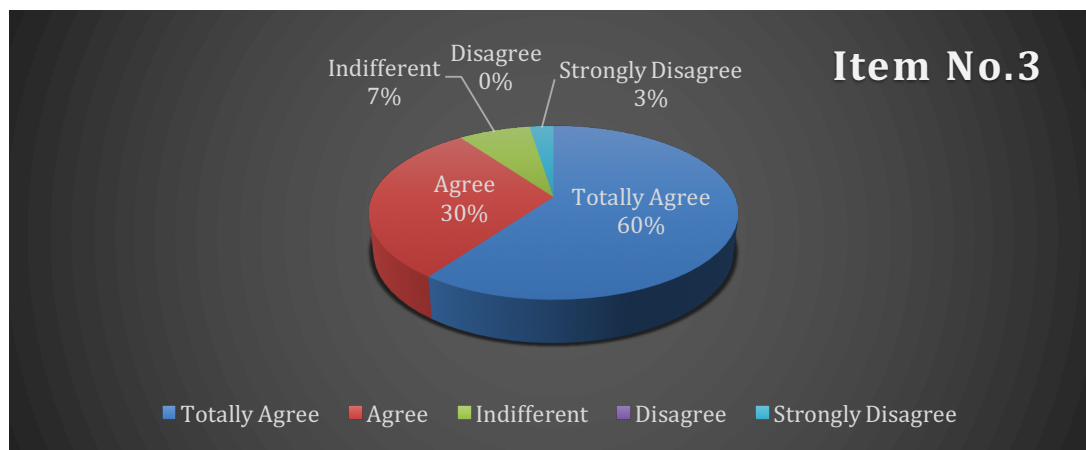
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: Sixty percent of students think that an enriched vocabulary helps the development of skills of a language, it means that students will have a positive attitude towards the implementation of this proposal.

Table 6: Quality and percent in the survey Item No. 4

CODE	CATEGORY	FREQUENCY	PERCENT
	I believe that a brochure with ludic activities motivates learning.		
	Totally Agree	19	47%
	Agree	13	33%
ITEM	Indifferent	4	10%
No. 4	Disagree	2	5%
	Strongly Disagree	2	5%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 9
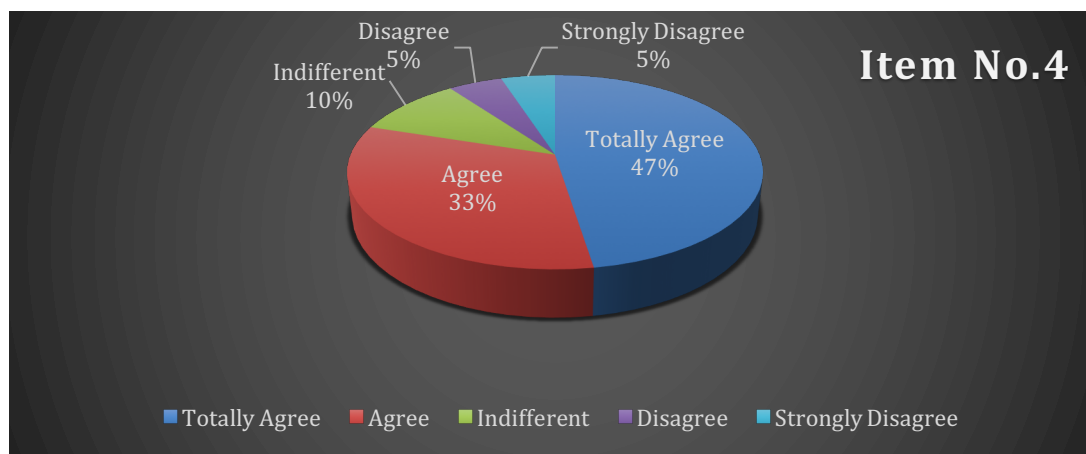
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: In general terms, the answers obtained to this statement was positive because the majority of the students agree with the fact that a brochure with ludic activities will motivate their learning process.

Table 7: Quality and percent in the survey Item No. 5

CODE	CATEGORY	FREQUENCY	PERCENT
I consider that ludic activities improve the learning environment.			
ITEM **No. 5**	Totally Agree	21	52%
	Agree	14	35%
	Indifferent	3	7%
	Disagree	1	3%
	Strongly Disagree	1	3%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 10
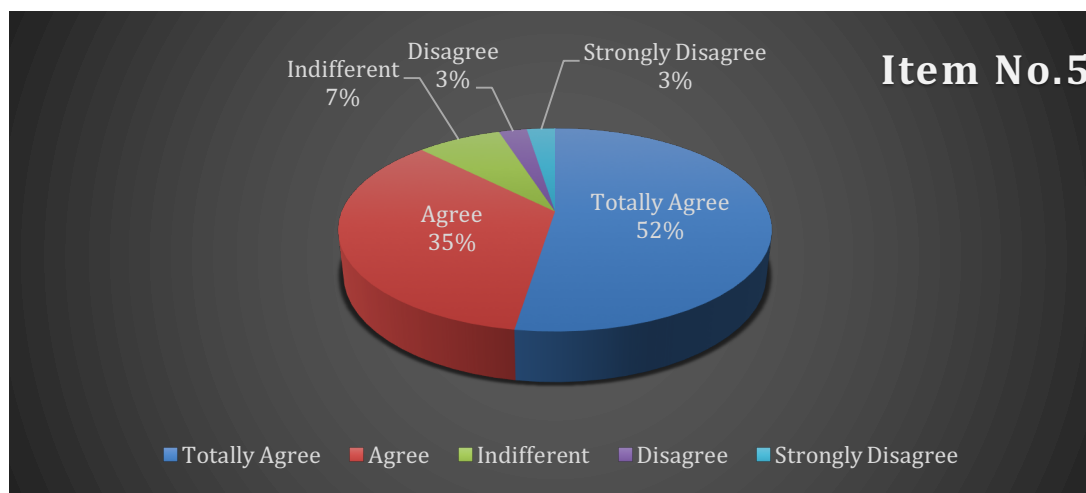
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: What students like the most is enjoy, that's why the results show that almost nobody disagree with the idea of ludic activities improving the classroom clime.

54

Table 8: Quality and percent in the survey Item No. 6

CODE	CATEGORY	FREQUENCY	PERCENT
	Totally Agree	27	67%
	Agree	11	27%
ITEM	Indifferent	1	3%
No. 6	Disagree	1	3%
	Strongly Disagree	0	0%
	Total	**40**	**100%**

I consider the vocabulary as a great tool for communication.

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 11

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: Almost the totality of the population intervened consider the importance of vocabulary knowledge for expressing their ideas or to understand the ideas of other people.

Table 9: Quality and percent in the survey Item No. 7

CODE	CATEGORY	FREQUENCY	PERCENT
ITEM **No. 7**	I think that the activities presented in each lesson of the English book are enough for learning a topic.		
	Totally Agree	9	22%
	Agree	11	27%
	Indifferent	7	18%
	Disagree	8	20%
	Strongly Disagree	5	13%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 12
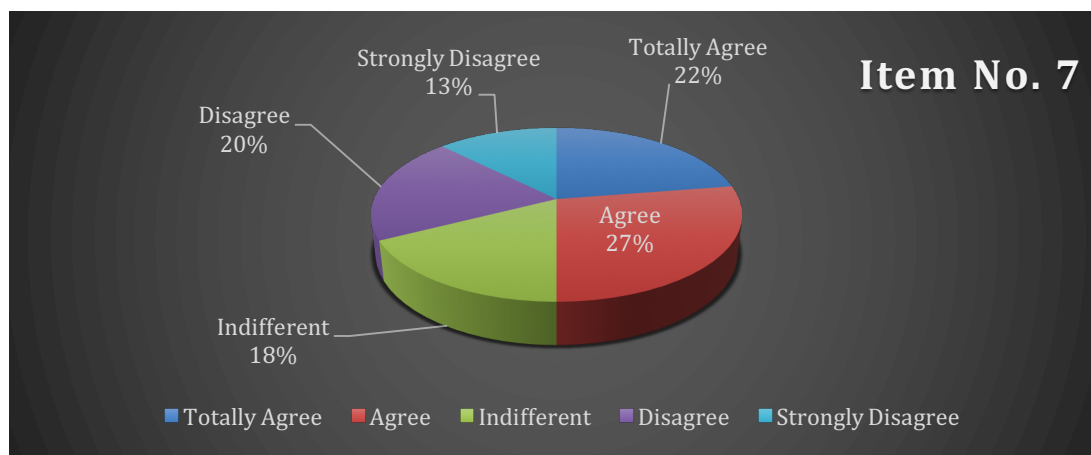
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: Approximately half of the students surveyed agree with the idea that the activities in the book are enough. This situation may be caused by the fact that at their ages they may consider tiresome to have extra activities to be developed in class. However, as the teacher is who drives the content, he can organize the English class selecting the activities to be done, some of them could be taken from their textbook and others from the brochure.

Table 10: Frequency and percent in the survey Item No. 8

My participation in class activities in vocabulary development is voluntary.			
CODE	CATEGORY	FREQUENCY	PERCENT
ITEM No. 8	Always	5	12%
	Almost always	7	17%
	Sometimes	15	38%
	Almost never	5	13%
	Never	8	20%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 13
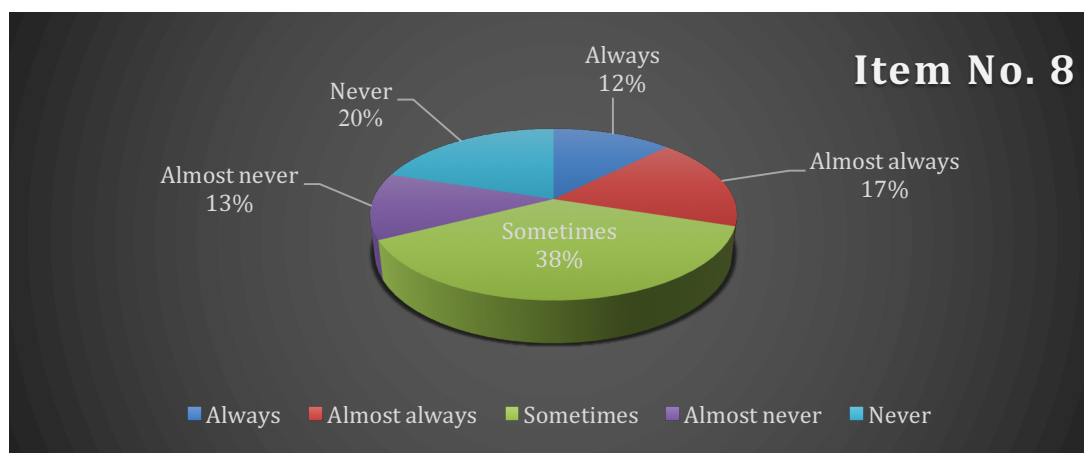
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: The results of this statement support and prove what the English teacher admitted and what the authors of the proposal observed in class: students do not participate voluntarily. Most of them are not frequently interested in doing, perhaps because they are not interested in the activity neither.

Table 11: Frequency and percent in the survey Item No. 9

CODE	CATEGORY	FREQUENCY	PERCENT
	I like to obtain a reward after participating or winning in a didactic activity done in class, depending on the learning of vocabulary.		
ITEM No. 9	Always	15	37%
	Almost always	9	22%
	Sometimes	10	25%
	Almost never	3	8%
	Never	3	8%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 14
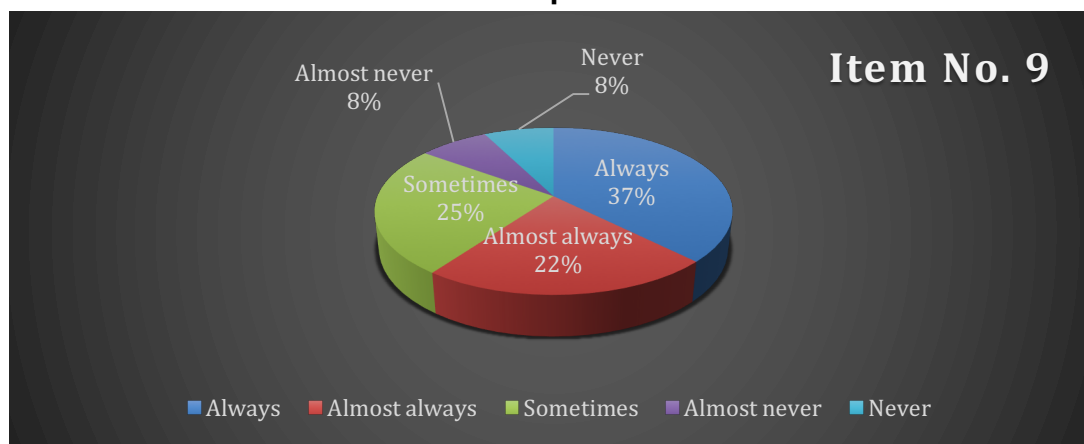
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: Must of the students put in evidence that they are accustomed to receive something to participate, it means that they have the extrinsic motivation more developed which is not the ideal thing for the learning process. What is hoped with this proposal is that students participate because they are really interested in the topic through ludic activities to be developed without having to wait something in return, so at that moment, they will already be conscious that learning is the most important thing.

Table 12: Frequency and percent in the survey Item No. 10

CODE	CATEGORY	FREQUENCY	PERCENT
	The vocabulary activities presented in class motivate me.		
	Always	5	12%
	Almost always	6	15%
ITEM	Sometimes	9	23%
No. 10	Almost never	16	40%
	Never	4	10%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 15
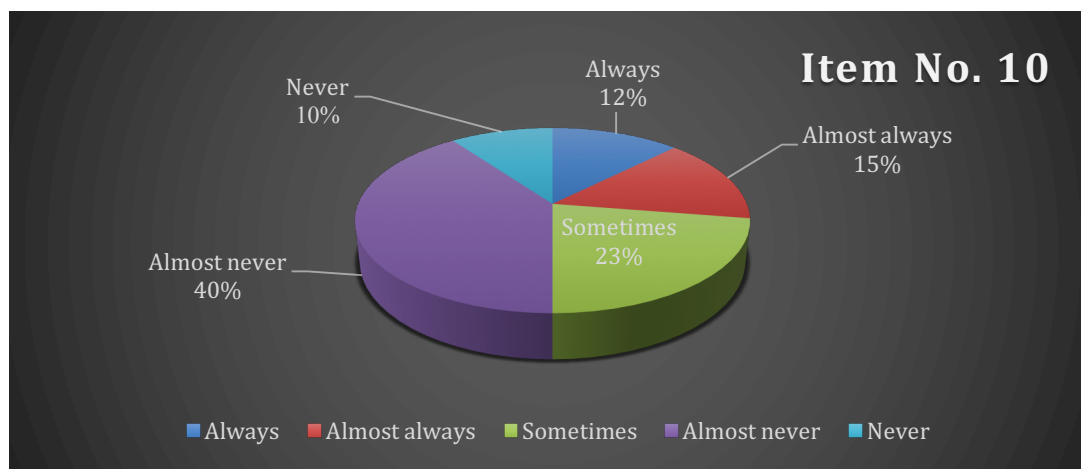
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: Students could maybe think that activities presented in the English book are enough but it is evident that those activities do not meet their expectations, because it could be appreciated in the results obtained after inquiring into how motivating those activities can be for them.

Table 13: Frequency and percent in the survey Item No. 11

CODE	CATEGORY	FREQUENCY	PERCENT
	I feel encouraged to perform certain actions or activities of vocabulary development in classes, and to persist in them until finishing.		
ITEM **No. 11**	Always	4	10%
	Almost always	9	22%
	Sometimes	11	28%
	Almost never	12	30%
	Never	4	10%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 16
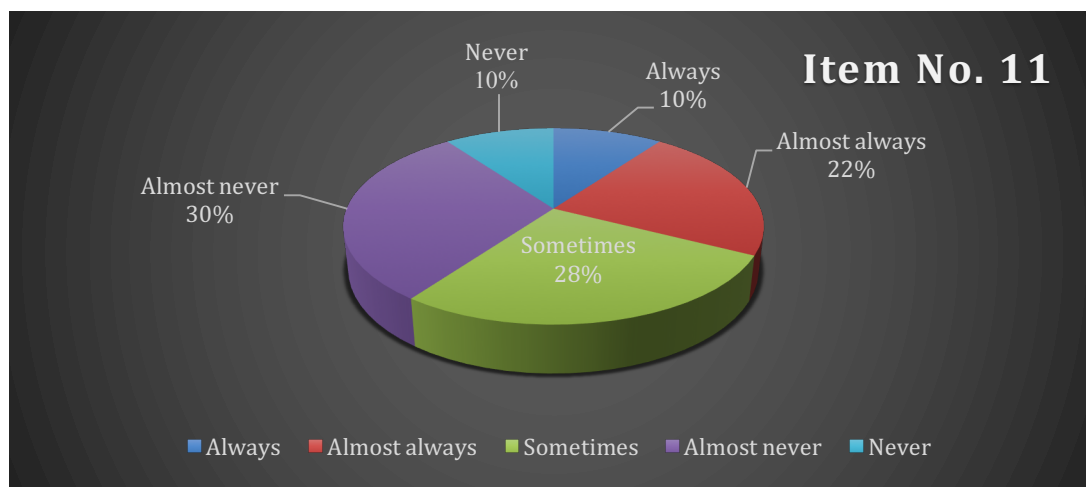
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: The results show that students do not have enough motivation developed in order to participate in class, and specifically at the moment of vocabulary learning, that's why the implementation of attractive ludic activities are required.

Table 14: Frequency and percent in the survey Item No. 12

The ludic activities presented in English class are varied.			
CODE	CATEGORY	FREQUENCY	PERCENT
ITEM No. 12	Always	6	15%
	Almost always	7	17%
	Sometimes	8	20%
	Almost never	10	25%
	Never	9	23%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 17
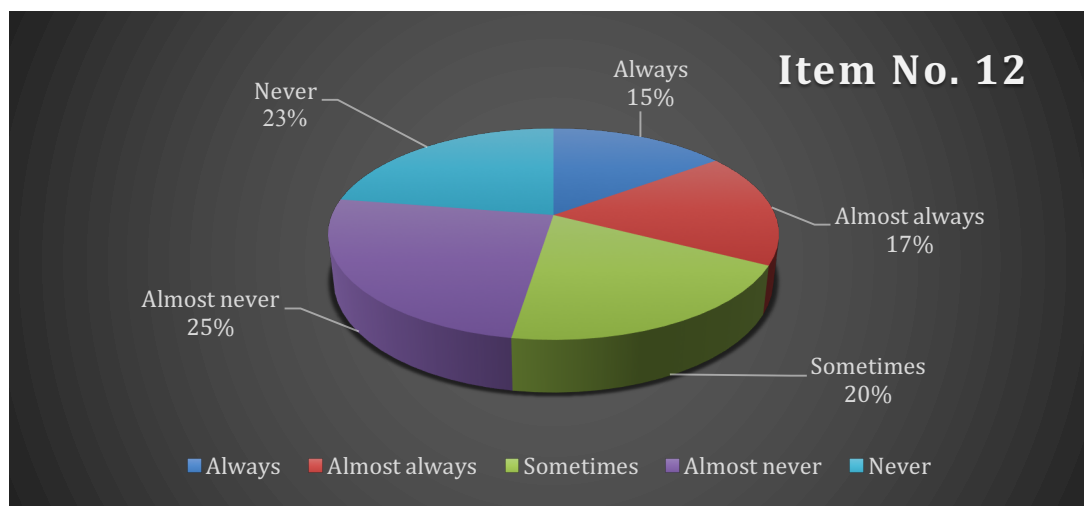
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: The results reflect that there is a lack of variety of ludic activities presented in class because most of the students mention that is not frequently. Thanks to the proposal, students and teacher will have varied activities to develop.

Table 15: Frequency and percent in the survey Item No. 13

I feel comfortable with the activities for vocabulary development that are done in class.			
CODE	CATEGORY	FREQUENCY	PERCENT
ITEM No. 13	Always	9	22%
	Almost always	8	20%
	Sometimes	10	25%
	Almost never	8	20%
	Never	5	13%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 18
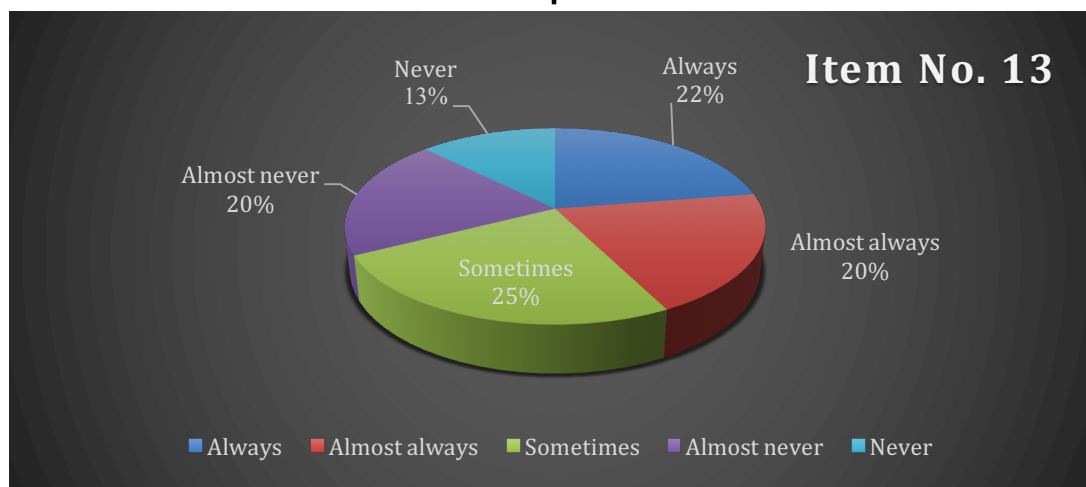
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: The satisfaction of students at the moment of being part of an activity development is extremely important and according to the results, it could be appreciated that students do not always feel that comfort in class, fact that could change with the implementation of the proposal for the class development.

Table 16: Frequency and percent in the survey Item No. 14

CODE	CATEGORY	FREQUENCY	PERCENT
ITEM **No. 14**	Always	10	25%
	Almost always	10	25%
	Sometimes	8	20%
	Almost never	7	17%
	Never	5	13%
	Total	**40**	**100%**

In class, I know the answer to the question formulated but I do not answer because of the lack of vocabulary.

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 19
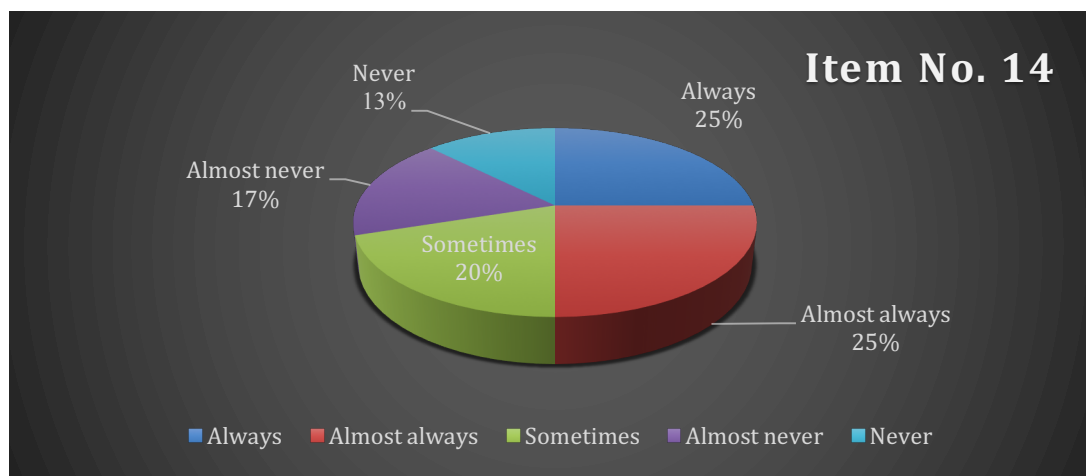
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: According to the results, half of the students admitted that they do not answer the questions formulated in class because they do not feel to have enough vocabulary, that's why to develop the vocabulary learning is required.

Table 17: Frequency and percent in the survey Item No. 15

The teacher uses extra support for vocabulary learning.			
CODE	CATEGORY	FREQUENCY	PERCENT
ITEM No. 15	Always	7	17%
	Almost always	6	15%
	Sometimes	10	25%
	Almost never	9	23%
	Never	8	20%
	Total	**40**	**100%**

Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Graphic No. 20
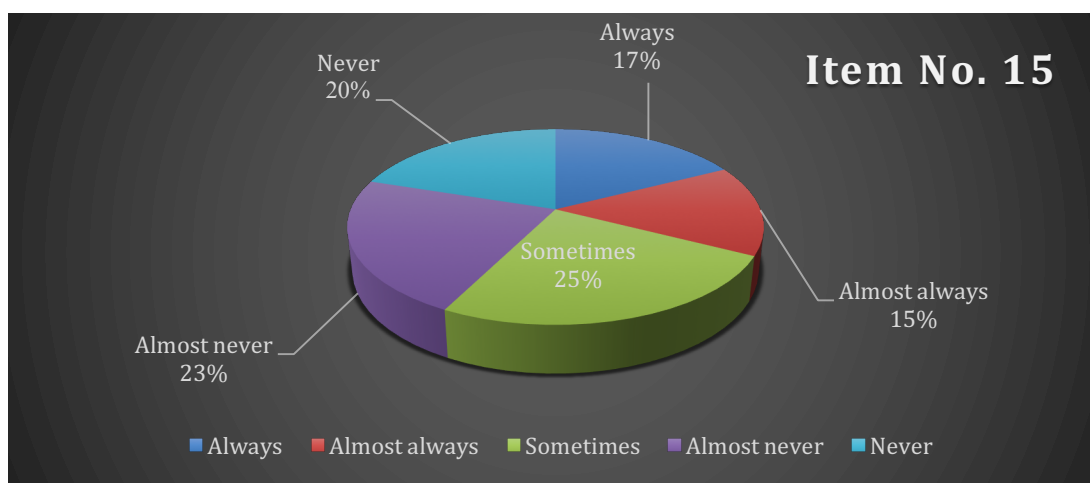
Source: Students of Ninth Grade section "B" of the BGE of the "R.L." High School.
Created by: María José Alvarado, Wilson Cruz

Comment: According to the results, the English teacher needs extra support to implement in class because those extra material done by herself are not enough.

3.7.2. The Teacher's Interview

Objective: To determine the influence of motivation on vocabulary learning.

English's Teacher, Lcda. Lizbeth Lindao, works in the "Rita Lecumberri" High School a long time ago almost two decades in this prestigious institution and the interview was directed to the English teacher of the Ninth Grade section "B" of the Basic General Education of the "Rita Lecumberri" High School. The questions were as follows:

1. **According to you, students achieve the vocabulary required to the level A1.2 stablished by the English Curriculum?** No, there are a lot of reasons, among them, we do not have any laboratory for English class, searchlight, multimedia resources or extra material.

2. **What are the main difficulties that you consider students deal with in the process of learning English?** First of all, students think that English is not important and then they present a deficiency of vocabulary.

3. **Do you consider that your students show the interest of learning a foreign language?** To be honest with you, just very few students.

4. **Do you think it is important to motivate students for developing English skills? Why?** Yes, because English is an

important subject to improve the quality of life of each person, besides English language is the universal language that they will need at the moment of study any career.

5. **Do you use other resources besides the textbook provided by the Government for English teaching?** Yes, I sometimes use flashcards or flipchart but made by myself.

6. **Do you apply or have any strategy for vocabulary learning?** No, I do not have any special strategy.

7. **How do you stimulate your students for the English class performance?** The only way to stimulate my students is to add some points   in the final test.

8. **What do you think about the idea of designing a brochure with ludic activities?** It is a great idea because it will improve vocabulary learning in the students and I could use it for a better teaching process.

Comment: A brochure with ludic activities seems beneficial, as it was considered by the English teacher due to the lack of extra materials for teaching a foreign language. She considered that it is important to inculcate the learning of a language that will help students in their future career but for obtaining that, it is necessary to motivate them. The authors of the proposal share the same point of view, promoting the inclusion of a variety of ludic activities to motivate that learning process.

3.7.3. Observation Sheet

The observation guide was focused on the students of Ninth Grade section "B" and their interaction with the English's teacher during the class. The instrument of investigation used was composed of 9 items and using a Likert scale of frequency.

The code labels are as follows,

(1) Always. (2) Almost always. (3) Sometimes. (4) Almost Never. (5) Never.

N°	Statements	1	2	3	4	5
1	Students are ready for the beginning of the class.					X
2	Students ask for the types of activities that they will be working in class.	X				
3	Brainstorming of vocabulary learnt in the last class is performed.			X		
4	Students participate spontaneously.			X		
5	Students answer vocabulary exercises correctly.				X	
6	Ludic activities are implemented for vocabulary learning.			X		
7	Teacher points students to participate.		X			
8	Teacher has resources for teaching new vocabulary.			X		
9	Students ask for word meanings.		X			

Created by: María José Alvarado and Wilson Cruz

Comment: At the beginning of the class, students were very noisy and it took few minutes to calm them down.

During the class, it could be observed that students do not have the interest because from a class of 40, at least 6 students were participating voluntarily. For the rest of the class, the teacher had to point at students for answering questions or she had to offer a point as a gift.

Extra material used for vocabulary learning were flashcards made by the teacher but students admitted that the activities presented are repetitive. In addition to, when students do not answer correctly vocabulary exercises, they allude to not understand most of the words.

In short, it is important to stimulate students with different kind of English performances, so that they could find the interest on the topic through the activities, laying aside the fact of having to obtain an extra point in the final exam just for participating. A recompilation of different ludic activities may be beneficial to the students and to the teacher because of the needs improvement observed in class by the authors of this project.

3.7.4. Pearson Chi Square Test

Objective: To determine statistically through of the Pearson's Chi Square test if the dependent variable (the vocabulary learning) and the independent variable (the motivation) achieve a relationship between them.

Graphic No. 21

	A	B	C	D	E	F	G	H	I	J	K
1	CHI-SQUARE ANALYSIS										
3		OBSERVED									
4	LIKERT	Value	Item 2	Item 6	TOTAL						
5	T Agree	1	62%	67%	129%						
6	Agree	2	28%	27%	55%						
7	Indiff.	3	5%	3%	8%						
8	Disagr.	4	5%	3%	8%						
9	S Disagr.	5	0%	0%	0%		a	0,01			
10		Total	100%	100%	200%		r	2			
11		EXPECTED					k	5			
12	LIKERT	Value	Item 2	Item 6	TOTAL		(r-1)(k-1)	4			
13	T Agree	1	65%	65%	129%		$x^2 radio$	15,09			
14	Agree	2	28%	28%	55%						
15	Indiff.	3	4%	4%	8%						
16	Disagr.	4	4%	4%	8%						
17	S Disagr.	5	0%	0%	0%						
18		Total	100%	100%	200%						
19		CHI SQUARE=(O-E)^2/E									
20	LIKERT	Value	Item 2	Item 6	TOTAL						
21	T Agree	1	0,00	0,00	0,00						
22	Agree	2	0,00	0,00	0,00						
23	Indiff.	3	0,00	0,00	0,01						
24	Disagr.	4	0,00	0,00	0,00						
25	S Disagr.	5	0,00	0,00	0,00						
26		Total	0,00	0,00	0,01						
27											
28											

$$x^2=\sum \frac{(o_1-e_1)^2}{e_1}$$

$$x^2=\sum \quad 0,01$$

Chi2 +

Listo   114 %

Source: Microsoft Excel, Pearson's Chi Square Test, Formula, Analysis.
Developed by: María José Alvarado, Wilson Cruz

Interpretation: The result obtained in the Chi Square Test show that there is a **0,01** of frequency in the dependent variable (the vocabulary learning) and the independent variable (the motivation)**,** therefore, it means that both variables are highly acceptable.

3.7.5. Correlation between Variables

Objective: To determine statistically through the Pearson's Correlation Test if the variables studied are highly positive.

Graphic No. 22

Interpretation: According to the Pearson's Correlation Test the dependent variable (the vocabulary learning) and the independent variable (the motivation) obtained the result of **r= 0,99871**. Therefore, it means that they are acceptable.

3.8. Conclusions and Recommendations

Conclusions:

After applying the instruments of investigation, the authors of this project conclude:

- Students present a deficiency of vocabulary.
- Students do not participate in activities of vocabulary learning because they are not motivated.
- The motivation influences the vocabulary learning.
- Teachers do not have sufficient material.
- The teacher interviewed has demonstrated a positive attitude though the implementation of ludic activities.

Recommendations:

The authors of this research suggest:

- The activities presented in class should develop the vocabulary learning.
- Students should be motivated though ludic activities of their interests.
- The resources provided to the students in order to promote vocabulary learning should stimulate them.
- Teachers need to be underwritten with the necessary resources.
- The proposal, a brochure with activities, should be elaborated.

CHAPTER IV
THE PROPOSAL

4.1. Title

Design of a brochure with ludic exercises for students.

4.2. Justification

This proposal is the result of a **diagnosis** applied on students of the Ninth Grade section "B" of the Basic General Education of the "Rita Lecumberri" High School during the 2017 – 2018 academic year. For obtaining this diagnosis, empirical techniques were applied, such as a survey, a teacher's interview and an observation in class that served to identify the lack of motivation in students as a cause of the deficiency of vocabulary learning.

It was realized that there was an absence of variety of ludic activities that help students to feel motivated, and if students do not understand a word employed at the moment of a task explanation, a word found about the topic treated in their textbook or a word pronounced by the teacher during the class, the only method used for students' comprehension was the translation.

For those reasons, the authors of this thesis have designed a brochure with ludic exercises for improving the vocabulary learning, based on the creativity and the theoretical research previously presented.

4.3. Objectives

4.3.1. General Objective

- To reinforce the motivation in students through the implementation of a brochure with ludic activities in order to improve vocabulary learning.

4.3.2. Specific Objective

- To apply ludic activities in order to motivate students.
- To provide extra support for the development of the class.
- To combine extra activities with the units of the student's textbook.

4.4. Theoretical Aspects

For the design of the proposal, many authors have contributed with theoretical bases in different foundations:

From the **linguistics foundation,** Font, S. (2006) provides the sequence of six different steps systemically organized and follows by students in order to appropriate language skills. It is called the cycle of teaching and learning of the linguistic – communicative content. A process that begins with the need of communication where students have to interact and talk about a topic, with the purpose of presenting a creative production but this production had to be guided during its practice.

From the **pedagogical - didactic foundation**, the most relevant authors considered are Ryan and Deci, 2002 because they consider the internal and external factors that could be presented in the learning process, the types of motivation that are important for the student's autonomy and his external control. The motivation of students increases thanks to the ludic activities designed in the proposal.

Cruz-Wiley, C., 2010 has also been considered due to the reference of three main strategies for vocabulary teaching which have been included in the brochure such as task-completion activities. In addition, Sancho, E. 2015, who mentions certain methodological guidelines for learning vocabulary that have been into account for the design of the proposal's context, and Antich, 1987 who referred about a system of principles that are applied in the direction of communicative teaching - learning process of foreign languages.

From the **sociological foundation,** it has been taken into account López, 2007 who offers arguments about the relationship between education and social life; Miner, 2005 who evocates five factors of motivation that influence people in different ambits, the authors of this thesis associate what the author said with a situation that occur frequently in class which is the process that student have to follow for presenting a project and that many of them do not do it because of the lack of motivation.

To finish with this foundation, Molina and Pérez (2006) contributed with the analysis of the school and classroom climate which is very important for the teaching – learning process, and which could be created thanks to the ludic activities of student's interest that encourage them to participate in class and to learn a foreign language.

From the **Psychological** point of view, students could always have to deal with psychological barriers like fear, pressure among others, during the learning process or during daily life, as mentioned by Alvarez de Zayas, 1996, but those barriers can be attacked through motivation in order to avoid the impediment of a good English development.

Maslow's hierarchy of human needs (1943) has been considered by the authors of this project because for achieving the last stage of that hierarchy which is self fulfillment that is composed by accomplishments, pride and mental growth, students had to satisfy the other ones. It means that in class for example, students need to follow a guided process to achieve language production.

From the **philosophical** point of view, the proposal was developed on the basis of the Critical Propositional Paradigm, proposed by Kuhn (1971) because it analyzes how students learn vocabulary through motivation, and the proposal seeks stimulate students to the vocabulary learning through ludic activities.

In addition to, it is worth say that the paradigm has been supported ontologically and epistemologically due to the relationship and direct interaction between the authors of the proposal and the students as well as with the variables that make up this research make possible the transformation of society.

Within the **legal** framework, different documents were taken into account such as the Constitution of the Republic of Ecuador, the National Plan of Good living and the National Curriculum Guidelines. The development

of this proposal will improve the teaching – learning process of English which is established in those documents as a main purpose.

4.5. Feasibility for its Application

Difference aspect were considered for the feasibility of this proposal, among them:

Financial:

The cost of this proposal is reasonable and the total cost will depend on the number of copies of the content that could be taken.

Legal:

Legally feasible because this proposal respect different articles established by institutional documents that support the proposal`s content.

Technical:

This proposal is feasible in any institution technically talking because it is not required any technical support for being applied.

Human:

The professional career related to the educational field, that the authors of this proposal has received let know the capacity and the

knowledge involved and put in practice at the moment of the development of the ludic activities designed.

Political

From the political point of view, the proposal is feasible due to the fact that it attempts to find a solution to conflict situations presented in class as it is regulated by education policies.

4.6. Description of the Proposal

4.6.1. Introduction

The proposal was based on the reality of the students of the Ninth Grade section "B" with their necessities in English class. The activities presented in the brochure may motivate them in order to reinforce the vocabulary learning to achieve the level A1.2.

4.6.2. Methodological Recommendations

The exercises presented are synchronized with the units of the textbook used in English class, it means that students can use it in class or even at home, in order to prevent what they will be working with their teacher, what they will be talking about as a topic and to feel sure of participating, or it could also be used after class to reinforce the vocabulary previously learnt.

In addition to, the brochure has an easy structure to avoid confusion in students because each unit has defined as a title the same of their textbook. The units consist of ludic activities that will help to encourage students to learn the vocabulary that they need to achieve the level required.

4.6.3. Scope and Sequence

Details of each unit are explained trough the following scope and sequence table.

Table 18: Scope and sequence

Unit	Title	Vocabulary	Type of activity
1	My family and me	• Personality • Free time activities	• Crossword • "Find your complement" game
2	Cultures around the world	• Customs • Celebrations	• "Identify me" game
3	Amazing abilities	• Physical description	• Word search
4	Healthy food	• Food • Ways of cooking	• 5 families game • "As soon as possible" game

Source: Student's English book and the brochure
Elaborated by: María José Alvarado & Wilson Cruz

4.7. Conclusions

It could be concluded that:

- The proposal's content is based on theoretical foundations referred to the independent and the dependent variable studied.

- For the development of the proposal's content it was necessary the application of empirical techniques and instruments of investigation.

- Activities presented in the brochure will play an important part in the solution of the conflict situation, because those activities are according to the interest of students and synchronize with their textbook's Units.

- The motivational brochure will definitely stimulate students for improving the vocabulary learning and encourage them to achieve the level A1.2 that is demanded in the Ecuadorian National Curriculum Guideline.

- The low-cost of this proposal, the fact that any technical source is required for its application and the human aspect considered manifest that the proposal is feasible.

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PROPOSAL

Enjoying the English Language

By Alvarado M. & Cruz W.

Brochure with Ludic Activities for Vocabulary Learning

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Rita Lecumberri High School
August, 2017
Guayaquil, Ecuador

TABLE OF CONTENT

Unit	Title	Vocabulary	Type of activity
1	My family and me	• Personality • Free time activities	• Crossword • "Find your complement" game
2	Cultures around the world	• Customs • Celebrations	• "Identify me" game
3	Amazing abilities	• Physical description	• Word search
4	Healthy food	• Food • Ways of cooking	• 5 families game • "As soon as possible" game

INTRODUCTION

This brochure with ludic activities for vocabulary learning is the result of a research about the influence of motivation in vocabulary learning, as one of the requirement to obtain the Bachelor of Education in English Language and Linguistics Degree at the University of Guayaquil, Faculty of Philosophy, Letters and Education Sciences.

This set of activities is focused in motivation because students need to feel stimulated in order to do an activity, this activity should be of their interest. In this way, applying different kind of ludic activities, students will achieve the level required, which is A1.2, they will have a good attitude during the class or at home, and they will be predisposed for working in vocabulary learning.

One of the advantages of this proposal is that the exercises presented are synchronized with English book of 2017 – 2018 academic year, following the same vocabulary in each unit. That's why, they won't be far from what it is presented on their books. It also means that students can use it in class or even at home, in order to reinforce what they will be working with their teacher, what they will be talking about as a topic and to feel sure of participating, or it could also be used after class to strengthen the vocabulary previously learnt.

In addition to, the brochure has an easy structure to avoid confusion in students because each unit has defined as a title the same of their textbook. The units consist on ludic activities that will help to encourage students to learn the vocabulary that they need to achieve the level required.

UNIT 1 – MY FAMILY AND ME

Crossword

Look at the pictures and complete the crossword with the correct word about personality, based on the picture provided.
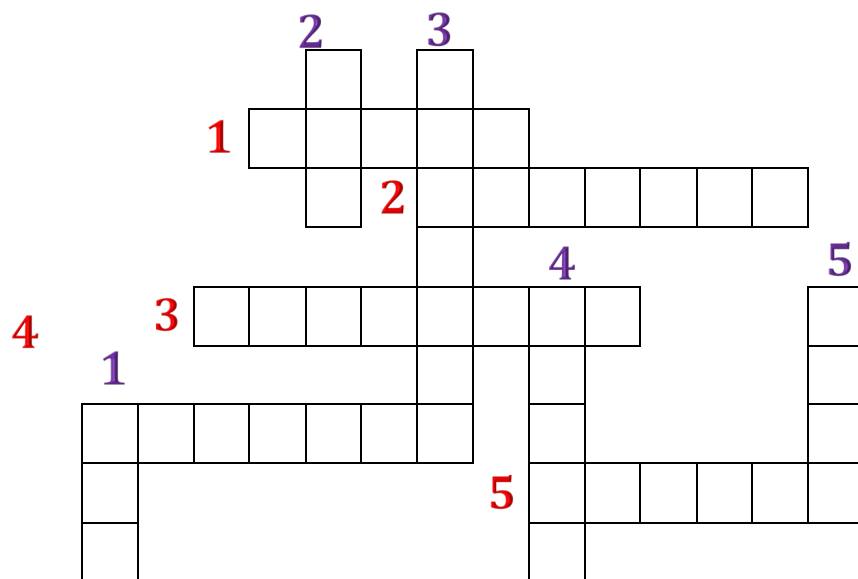
ACROSS

1

2

3

4

5

DOWN
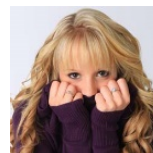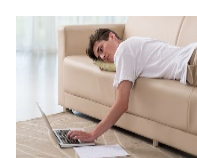
1

2

3

4

5

"Find your Complement" Game

Objective: to present vocabulary about free time activities.

Instructions: You will need pieces of paper to write down the verbs and the complements of the structures as you can see in the images bellow. Scramble the papers and give them to the players, one paper for each one. Then, each person has to found "his/her complement" as soon as possible.

If the group of players is bigger you can add more free time activities.

GO	TO THE MOVIES
CHAT	WITH FRIENDS
PLAY	SPORTS
READ	A BOOK
GO OUT	WITH MY FAMILY
PLAY	VIDEO GAMES

UNIT 2 – Cultures around the World

"Identify me" Game

Objective:

- To implement vocabulary about cultures around the word.
- To associate customs and celebrations to their original country.

Instructions:

First of all, make groups or pairs, it depends on the number of players. Each pair or group has to choose a country (among those presented below) for being identify. Then, players have to identify the statements that belong to them from a pile, those statements have been previously written in pieces of paper and scrambled. Finally, players present their country.

ECUADOR	UNITED STATES
* Some people listen "cumbia" which is a kind of folk music. * The flowers and fruits party is celebrated in Ambato, a city of this country.	* The independence day of this country is celebrated on July 4th. * Thanksgiving feast is a tradition in this country.
CHINA	FRANCE
* People from this country, use chopsticks which are long pieces of wood for eating. * People sometimes celebrate their New Year at the end of January.	* The hymn of this country is the "Marseillaise". * Double cheek kissing is like a ritual in this country.

UNIT 3 – Amazing Abilities

Physical description word search

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

1. Find the words bellow in the word search.

SLIM

TALL

UGLY

MUSCULAR

FAT

ATTRACTIVE

OLD

BIG

YOUNG

ELEGANT

2. Circle the adjectives that describe you the best in activity one.

UNIT 4 – Healthy Food

5 Families game

This game contains 20 cards. You have to reunite four cards for each family. The cards have to be printed to play. It is suggested, to print the cards in a resistant material like a cardboard in order to facilitate a better manipulation of them and they could also be reused for a long time. In annexes, you can find the cards to print.

The 5 Families are:

- Fruits family
- Drinks family
- Vegetable family
- Seafood family
- Meats family

Players:
2 - 6

The objective is to have the largest number of families to win.

Rules:

- A player shuffles the cards and distributes 4 to each player, leaving the rest of the cards in a pile.
- The players check their 4 cards to decide which family they can complete first.
- One of them (it is suggested the player to the left of the one who shuffled the cards) starts asking for a specific card to another player.
- If the player has the card solicited by the player 1, he has to give him. In this case, the payer 1 can continue with his turn, but if he cannot obtain the card solicited, he takes a card from the pile and it is the next player's turn (to the left).
- Once someone has completed a family, he has to put it in front of him mentioning the name of the family already completed. He can continue playing to complete more families.

"As soon as Possible"

You can play this game with a classmate or in class with the teacher as a guide. You will need some lentils or some beans.

Instructions:

- The teacher mentions a word of food vocabulary.
- Students raise their hands to mention a verb from "ways of cooking" list that could correspond to the word mentioned by the teacher.
- The student who raises his hand first can obtain a lentil or a bean for each verb mentioned, those grains will be counted later in order to know who was the person who accumulate more than the rest.

Example:
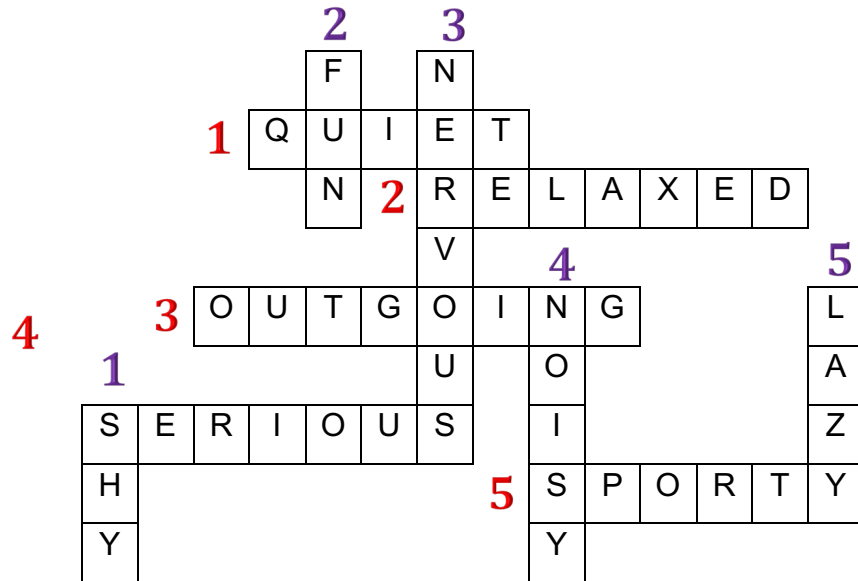
The teacher: Sausages!
Students: Cut! Chop! Fry! Boil!

"Ways of cooking" list				
add	bake	blend	boil	bread
	broil	chop	cut	fry
simmer	slice	scramble	spread	peel

ANSWERS

UNIT 1 – MY FAMILY AND ME

Personality Crossword

Look at the pictures and complete the crossword with the correct word about personality, based on the pictures provided.

		2		**3**								
		F		N								
1	Q	U	I	E	T							
		N	**2**	R	E	L	A	X	E	D		
				V		**4**				**5**		
4	**3**	O	U	T	G	O	I	N	G		L	
	1			U		O					A	
S	E	R	I	O	U	S					Z	
H						I	**5**	S	P	O	R	T	Y
Y						Y							

ACROSS

1
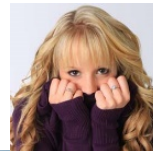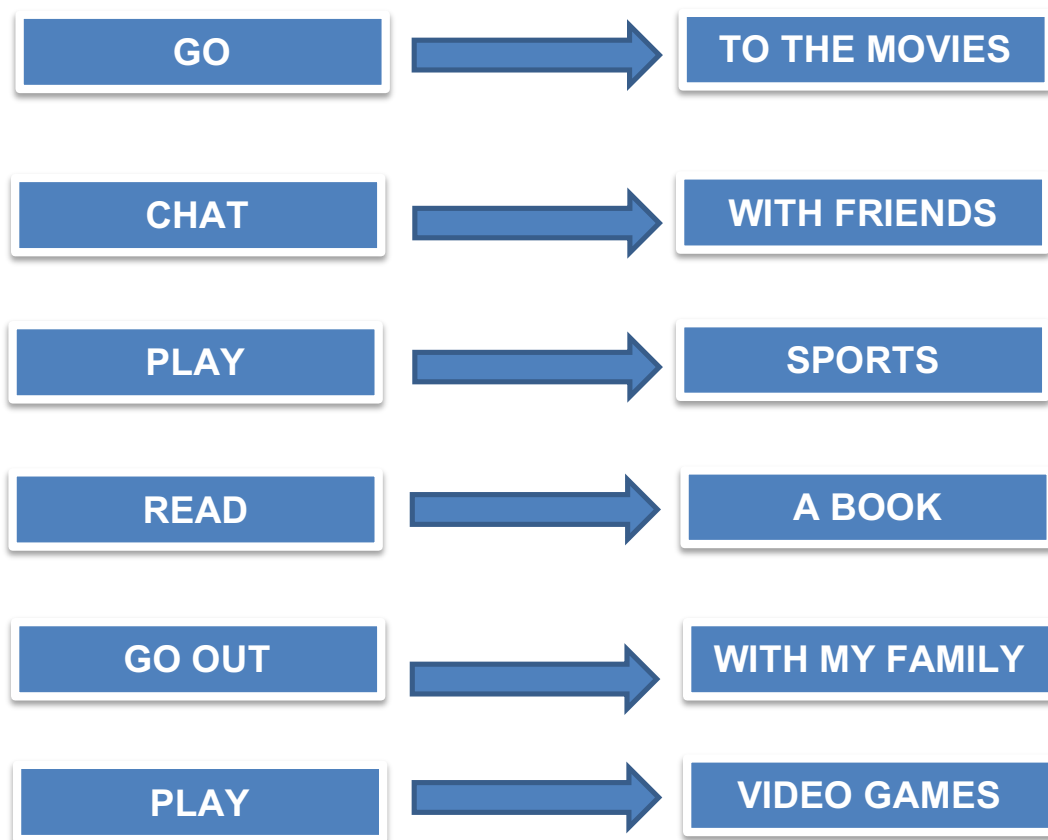
2 3

4 5

DOWN

1

2 3

4 5

"Find your Complement" Game

Objective: to present vocabulary about free time activities.

Instructions: You will need pieces of paper to write down the verbs and the complements of the structures as you can see in the images bellow. Scramble the papers and give them to the players, one paper for each one. Then, each person has to found "his/her complement" as soon as possible.

If the group of players is bigger you can add more free time activities.

GO	→	TO THE MOVIES
CHAT	→	WITH FRIENDS
PLAY	→	SPORTS
READ	→	A BOOK
GO OUT	→	WITH MY FAMILY
PLAY	→	VIDEO GAMES

UNIT 3 – Amazing Abilities

Physical description word search

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

1. Find the words bellow in the word search.

SLIM

TALL

UGLY

MUSCULAR

FAT

ATTRACTIVE

OLD

BIG

YOUNG

ELEGANT

2. Circle the adjectives that describe you the best in activity one.

ANNEXES

5 FAMILIES GAME

FRUITS FAMILY

oranges

oranges	**watermelon**	**apple**	**pineapple**

FRUITS FAMILY

watermelon

oranges	**watermelon**	**apple**	**pineapple**

FRUITS FAMILY

apple

oranges	**watermelon**	**apple**	**pineapple**

FRUITS FAMILY	DRINKS FAMILY	DRINKS FAMILY

pineapple

water

lemonade

oranges	watermelon	apple	pineapple

water	lemonade	milk	coffee

water	lemonade	milk	coffee

DRINKS FAMILY	DRINKS FAMILY	VEGETABLES FAMILY
milk	**coffee**	**potato**

water	**lemonade**	**milk**	**coffee**

water	**lemonade**	**milk**	**Coffee**

potato	**carrot**	**lettuce**	**cucumber**

DRINKS FAMILY	VEGETABLES FAMILY	VEGETABLES FAMILY
carrot	**lettuce**	**cucumber**
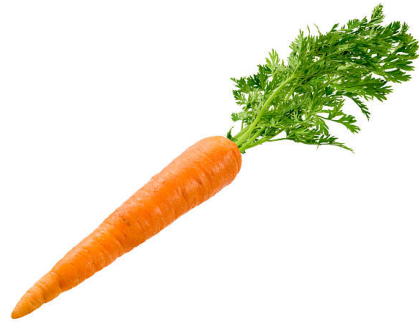
potato	carrot	lettuce	cucumber

potato	carrot	lettuce	cucumber

potato	carrot	lettuce	cucumber

SEAFOOD FAMILY
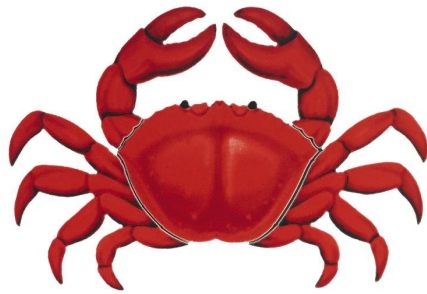
crab
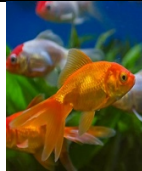
crab	Fish	shrimp	lobster

SEAFOOD FAMILY

fish

crab	fish	shrimp	lobster

SEAFOOD FAMILY

shrimp
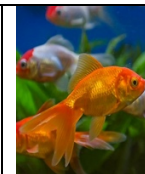
crab	fish	shrimp	lobster

SEAFOOD FAMILY

lobster
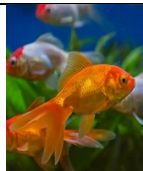
crab	fish	shrimp	lobster

MEATS FAMILY

sausage

sausage	chicken	meat	turkey

MEATS FAMILY

chicken

sausage	chicken	meat	turkey
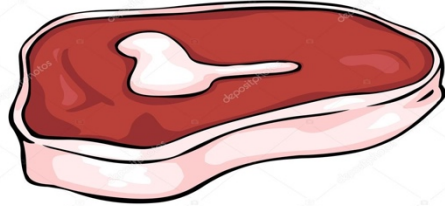
MEATS FAMILY

meat
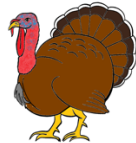
sausage	**chicken**	**meat**	**turkey**

MEATS FAMILY
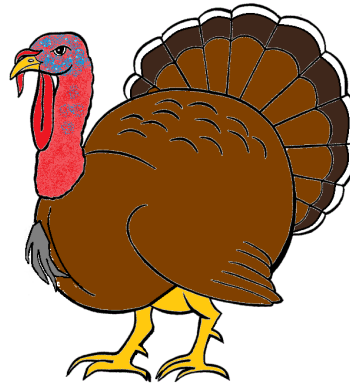
turkey

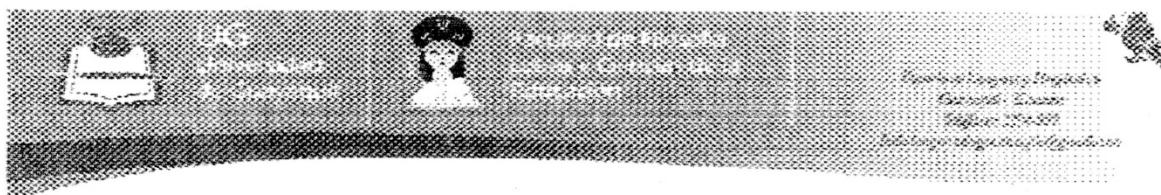|			
sausage	**chicken**	**meat**	**turkey**

ANNEX I

LEGAL DOCUMENTS

Oficio No. 214

Guayaquil, 03 de Julio del 2017

Ph.D:
Loma Cruz
PROFESORA 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 desi Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: **ALVARADO LINO MARÍA JOSÉ Y CRUZ SÁNCHEZ WILSON OCTAVIO.**

TOPIC: The influence of the motivation in vocabulary learning

PROPOSAL: Design of a brochure with ludic exercises for students.

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

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por	Ing. Alexandra Delgado	SECRETARIA	
Aprobado por	MSc. Alfonso Sánchez	DIRECTOR (E)	

MSc.
SILVIA MOY-SANG CASTRO, Arq.
DECANA DE LA FACULTAD DE FILOSOFÍA,
LETRAS Y CIENCIAS DE LA EDUCACIÓN
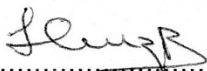
CIUDAD.-

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultora Académica de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: Lengua Inglesa y Lingüística , el día Lunes, 3 de Julio del 2017.

Tengo a bien informar lo siguiente:

Que los integrantes **Alvarado Lino María José** con C.C. 0927700583, y **Cruz Sánchez Wilson Octavio** con C.C. 0926283151, diseñaron el proyecto educativo con el Tema: **The Influence of the motivation in vocabulary learning.** Propuesta: **Design of a brochure with ludic exercises for students.** El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondiente.

Atentamente,

....
Ph.D. Lorna Cruz Rizo
Consultora Académica

Guayaquil, 10 de Julio del 2017

UNIDAD EDUCATIVA FISCAL "RITA LECUMBERRI"
RECIBIDO:..........................
FECHA:..........................
....

MSc. Miguel Ángel Vaca Andrade
RECTOR DEL COLEGIO FISCAL "RITA LECUMBERRÍ"
Ciudad.-

F I R M A

De nuestras consideraciones:

Nosotros, **ALVARADO LINO MARÍA JOSÉ**, con cédula de identidad # 092770058-3 y **CRUZ SÁNCHEZ WILSON OCTAVIO**, con cédula de identidad # 092628315-1, de la Escuela de Lenguas y Lingüística, modalidad **PRESENCIAL**, nos dirigimos a usted con el fin de solicitarle que se otorgue la autorización pertinente, para la aplicación del proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado (a) en Ciencias de la Educación, mención Lenguas y Lingüística.

TEMA: THE INFLUENCE OF THE MOTIVATION IN VOCABULARY LEARNING.

PROPUESTA: DESIGN OF A BROCHURE WITH LUDIC EXERCISES FOR STUDENTS.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la institución que usted acertadamente dirige; aspiramos que nuestra petición tenga la acogida favorable de su parte.

Le anticipamos nuestros reconocimientos.

Atentamente,

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

Alvarado Lino María José
C.I. 092770058-3

Cruz Sánchez Wilson Octavio
C.I. 092628315-1

10/07/2017
14h30

FIRMA

Guayaquil, 10 de Julio del 2017

MSc.

Miguel Angel Vaca Andrade

RECTOR DEL COLEGIO FISCAL "RITA LECUMBERRI"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **ALVARADO LINO MARÍA JOSÉ Y CRUZ SÁNCHEZ WILSON OCTAVIO**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: The influence of the motivation in vocabulary learning.

PROPUESTA: Design of a brochure with ludic exercises for students

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

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

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado	SECRETARIA 1	
Aprobado por:	MSc. Lizmary Ruiz	DIRECTOR	

UNIDAD EDUCATIVA FISCAL
RITA LECUMBERRI
Email:col.ritalecumberri@hotmail.com

GUAYAQUIL: GARCÍA MORENO Nº 1003 ENTRE VÉLEZ Y HURTADO, DIAGONAL AL HOTEL ORO VERDE

TELEFONO: (04)2530569
(04)2518019

Guayaquil, 02 de agosto del 2017   OFC.N° 00062–U.E.RL - 2017.RECT

MSC.
ALFONSO SANCHEZ AVILA
DIRECTOR DE LA CARRERA DE LENGÜAS Y LINGÜISTICA
Ciudad.-
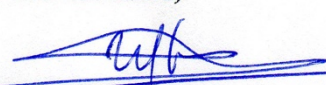
De mis consideraciones:

Reciba a nombre de La Unidad Educativa Fiscal "RITA LECUMBERRI", un fraterno saludo, al mismo tiempo comunico a usted que este despacho ha aprobado que los estudiantes ALVARADO LINO MARIA JOSE y CRUZ SANCHEZ WILSON OCTAVIO, egresado de la Facultad de su digna dirección, realice el PROYECTO EDUCATIVO previo a la obtención del Título de Licenciados en Ciencias de la Educación especialización LENGÜAS Y LENGÜISTICA, en nuestra institución.

TOPIC: The Influence inluence of the motivation in vocabulary learning.

PROPOSAL: Design of abrochurewith ludic exercises for students.
Comprometiéndose a entregar una copia del proyecto.

Muy atentamente,

Ing. Miguel Angel Vaca Andrade, Msc
RECTOR

REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

TUTOR: Dra. C. Irma Cruz Riza

TIPO DE T. DE TITULACION: Tesis de Grado

NOMBRE DE T. DE TITULACION: The influence of motivation in vocabulary learn

ESTUDIANTE (S): María José Alvarado Lino

CARRERA (S): _____

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORIA	DURACIÓN		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
1	6/07/2017	Revisión de capítulos 1 y 2	11:00	13:30	Perfeccionar y completar	Cruz B	María Alvarado L.
2	18/07/2017	Revisión de capítulos 3 y 4	9:30	11:30	Perfeccionar	Cruz B	María J. Alvarado L
3	27/07/2017	Revisión final	9:30	11:00	Enviar al Urkund	Cruz B	María J. Alvarado L

OBSERVACIONES: _____

Revisión de jefe de área: _____

FIRMA: _____

FECHA DE REVISIÓN: _____

REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

Formato No. _____ TT-STT-01

TUTOR: Dra. C. Jonia Cruz Riza

TIPO DE
T. DE TITULACION: Tesis de Grado

NOMBRE DE
T. DE TITULACION: The influence et motivation in vocabulary learning

ESTUDIANTE (S): Wilson Octavio Cruz Sánchez

CARRERA (S): _____

No. TUTORIA	FECHA TUTORIA	ACTIVIDADES DE TUTORÍA	DURACIÓN		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
1	6/07/17	Revisión del Capítulo 1 y 2	11:00	13:30	Perfeccionar y Completar	fleurs	Wilson Cruz S
2	18/07/17	Revisión del Capítulo 3 y 4	9:30	11:30	Perfeccionar y Completar	fleurs	Wilson Cruz S
3	27/07/17	Revisión Final	9:30	11:00	Enviar al Urkund	fleurs	Wilson Cruz S

OBSERVACIONES: _____

Revisión de Jefe de área: _____

FIRMA: _____

FECHA DE REVISIÓN: _____
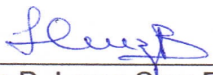
ANNEX II

CERTIFICATES

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

Carrera: Lenguas y Lingüística

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada **LORNA CRUZ RIZO**, tutora del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **ALVARADO LINO MARÍA JOSÉ** con C.C. **092770058-3** y **CRUZ SÁNCHEZ WILSON OCTAVIO** con C.C. **092628315-1** con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIADO EN CIENCIAS DE LA EDUCACIÓN** en la carrera: **LENGUAS Y LINGÜÍSTICA.**

Se informa que el trabajo de titulación **THE INFLUENCE OF THE MOTIVATION IN VOCABULARY LEARNING. PROPUESTA: DESIGN OF A BROCHURE WITH LUDIC EXERCISES FOR STUDENTS,** ha sido orientado durante todo el periodo de ejecución en el programa de antiplagio URKUND, quedando el 8% coincidencia.

_____
Ph.D. Lorna Cruz Rizo
Consultora Académica

found the best way for a better acquisition of that lexicon and analyze the principal factor, the motivation, considered by authors of this research.

In English classrooms nowadays, teachers usually tend to make more emphasis on grammatical structures and drilling exercises to acquire the knowledge and skills, and to follow a fixed course book with some requirements and regulations. "The grammar of a language is a complex system with many interconnections between its parts." CITATION Cho55 \l 12298 (Chomsky, 1955)

Since the beginning of the 1980s, a greater inclination towards teaching and learning of vocabulary in foreign languages has been observed, although in the 1990s an interest in this field of research has grown exponentially. Previously, the inclusion of vocabulary in the academic curriculum tended to be dependent on the incorporation of other linguistic elements considered to be more relevant to the objectives pursued in learning, that is, vocabulary used to be presented in a way that would complement the introduction of grammar.CITATION ODe08 \p 78 \l 1033 (O'Dell, 2003, p. 78).

Since that time, the importance of vocabulary was considered a significant point, since no language can be acquired without vocabulary. However, a conscious and careful teaching must be applied to this component of English learning as a foreign language as it is recommended to be taught in context, not in isolation or precisely together with grammatical issues.

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

21/08/2017

Urkund Report - Thesis, X +

← → ○ ⌂ | file:///E:/URKUND%202017/ALVARADO%20Y%20CRUZ/Urkund%20Report%20-%20Thesis%20ALVARADO%20and%20CRUZ.docx%20(D29796598).pdf | ☆ | ≡ 📝 👁 ⋯

Agrega páginas a la barra de favoritos seleccionando ☆ u obteniéndolos de otro explorador. Importar los favoritos
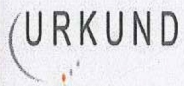
(URKUND

Urkund Analysis Result

Analysed Document: Thesis ALVARADO and CRUZ.docx (D29796598)
Submitted: 2017-07-28 07:17:00
Submitted By: chikimajo93@hotmail.com
Significance: 8 %

Sources included in the report:

CHAPTER I.docx (D16982574)
1424447792_683__Communicative-Language-Teaching-Today.pdf (D13959644)
Lenguasunidadetitulacion2015_gonzalezcastilloalison_yugchazambranobayron.docx (D15468043)
Karoly Winkler BA Project PBA2.doc (D3748252)
catherine y zoraida.docx (D14362246)

Instances where selected sources appear:

26

ANNEX III

PHOTOGRAPHIC EVIDENCE

Tittle: At Rita Lecumberri High School

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Tittle: At Rita Lecumberri High School

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Tittle: Interviewing to the English´s Teacher

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Source: Rita Lecumberri High School
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Tittle: Receiving tutorials with our Academic Consultant Ph.D. Lorna Cruz Rizo

Source: School of Languages and Linguistics, Teacher´s Lounge.
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

Tittle: Receiving tutorials with our Academic Consultant Ph.D. Lorna Cruz Rizo

Source: School of Languages and Linguistics, Teacher´s Lounge.
Authors: Alvarado Lino María José; Cruz Sánchez Wilson Octavio

ANNEX IV

RESEARCH INSTRUMENTS

UNIVERSIDAD DE GUAYAQUIL

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

Encuesta dirigida a los estudiantes de 9no año paralelo "B" de la Educación General Básica.

Objetivo: El presente instrumento tiene como propósito proporcionar información sobre la viabilidad del uso de UN FOLLETO CON ACTIVIDADES LUDICAS QUE MOTIVEN EL APRENDIZAJE DE VOCABULARIO EN INGLES.

Orden: Para cada uno de los siguientes enunciados, por favor, marque con una "X" la opción que usted considere pertinente. ¡Gracias por su colaboración!

*Items 1-7

(1) Totalmente de acuerdo. (2) De acuerdo. (3) Indiferente. (4) Desacuerdo. (5) Totalmente en desacuerdo.

N°	Enunciados	1	2	3	4	5
1	El desarrollo de mi vocabulario aún no es adecuado.					
2	Considero que la motivación es importante para el desarrollo del vocabulario.					
3	Tener un vocabulario enriquecido ayuda al mejoramiento de la competencia de un idioma.					
4	Considero que un folleto con actividades lúdicas motiva al aprendizaje.					
5	Considero que las actividades lúdicas mejoran el ambiente de estudio.					
6	Considero al vocabulario como una gran herramienta para la comunicación.					
7	Pienso que las actividades presentadas en cada lección del libro de ingles son suficientes para el aprendizaje de un tema.					

*Items 8-15

(1) Siempre. (2) Casi Siempre. (3) A veces. (4) Casi Nunca. (5) Nunca.

N°	Enunciados	1	2	3	4	5
8	Mi participación en las actividades de vocabulario, es de forma voluntaria.					
9	Me gusta obtener una recompensa luego de participar y/o ganar en una actividad didáctica hecha en clase, en función del aprendizaje de vocabulario.					
10	Las actividades de vocabulario presentadas en clases son motivantes.					
11	Me siento impulsado a realizar determinadas acciones o actividades de desarrollo de vocabulario en clases, y a persistir en ellas hasta culminarlas.					
12	Varían las actividades lúdicas presentadas en el clase de inglés.					
13	Me siento a gusto con las actividades de vocabulario que se realizan en clases.					
14	En la clase, conozco la respuesta a la pregunta planteada pero no respondo por la falta de vocabulario.					
15	El profesor utiliza material extra para el aprendizaje de vocabulario.					

Entrevista

1.- Según usted, los estudiantes alcanzan el vocabulario requerido para el nivel A1.2 establecido por el Currículo Inglés?

2.- ¿Cuáles son las principales dificultades que usted considera que los estudiantes tratan en el proceso de aprender inglés?

3.- ¿Considera que sus estudiantes muestran el interés de aprender un idioma extranjero?

4.- ¿Crees que es importante motivar a los estudiantes para que desarrollen habilidades en inglés? ¿Por qué?

5.- ¿Utiliza otros recursos además del libro de texto proporcionado por el Gobierno para la enseñanza del inglés?

6.- ¿Usted aplica o tiene alguna estrategia para el aprendizaje del vocabulario?

7.- ¿Cómo estimulan a sus estudiantes para el rendimiento de clase de inglés?

8.- ¿Qué piensas de la idea de diseñar un folleto con actividades lúdicas?

Entrevistadores: María José Alvarado Lino

Wilson Cruz Sánchez

UNIVERSIDAD DE GUAYAQUIL

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

Guía de Observación

La guía de observación se centró en los alumnos del 9no año sección "B" y su interacción con el profesor de inglés durante la clase. El instrumento de investigación utilizado se componía de 9 ítems y utilizando una escala de frecuencia Likert.

Las etiquetas de código son las siguientes:

(1) Siempre. (2) Casi Siempre. (3) A Veces. (4) Casi Nunca. (5) Nunca.

N°	Statements	1	2	3	4	5
1	Los estudiantes están listos para el comienzo de la clase.					
2	Los estudiantes preguntan por los tipos de actividades que van a estar trabajando en clase.					
3	Se realiza el brainstorming del vocabulario aprendido en la última clase.					
4	Los estudiantes participan espontáneamente.					
5	Los estudiantes contestan los ejercicios de vocabulario correctamente.					
6	Las actividades lúdicas se implementan para el aprendizaje del vocabulario.					
7	El profesor señala a los estudiantes que participen.					
8	El maestro tiene recursos para enseñar vocabulario nuevo.					
9	Los estudiantes piden significados de palabras.					

UNIVERSITY OF GUAYAQUIL

Faculty of Philosophy, Letters and Sciences of Education
School of Languages and Linguistics

Survey directed to the students of ninth year "B" of General Basic Education
Objective: The present instrument has the purpose of providing information about the viability of the use of A BROCHURE WITH LUDIC EXERCISES THAT MOTIVATE THE VOCABULARY LEARNING IN ENGLISH.

Order: For each of the following statements, please, mark with an "X" the option that you consider relevant. Thanks for your collaboration!

*Items 1-7 The code labels are as follows:

(1) Totally agree. (2) Agree. (3) Indifferent. (4) Disagree. (5) Strongly disagree.

N°	Statements	1	2	3	4	5
1	My vocabulary development is not adequate.					
2	I consider that motivation is important for the development of vocabulary.					
3	Having an enriched vocabulary helps to improve the skills of a language.					
4	I believe that a brochure with ludic activities motivates learning.					
5	I consider that ludic activities improve the learning environment.					
6	I consider the vocabulary as a great tool for communication.					
7	I think that the activities presented in each lesson of the English book are enough for learning a topic.					

*Items 8 - 15 The code labels are as follows,

(1) Always. (2) Almost always. (3) Sometimes. (4) Almost Never. (5) Never.

N°	Statements	1	2	3	4	5
8	My participation in class activities in vocabulary development is voluntary.					
9	I like to obtain a reward after participating and / or winning in a didactic activity done in class, depending on the learning of vocabulary.					
10	The vocabulary activities presented in class motivate me.					
11	I feel encouraged to perform certain actions or activities of vocabulary development in classes, and to persist in them until finishing.					
12	The ludic activities presented in English class are varied.					
13	I feel comfortable with the activities for vocabulary development that are done in class.					
14	In class, I know the answer to the question formulated but I do not answer because of the lack of vocabulary.					
15	The teacher uses extra support for vocabulary learning.					

UNIVERSITY OF GUAYAQUIL

Faculty of Philosophy, Letters and Sciences of Education
School of Languages and Linguistics

Interview

1.- According to you, students achieve the vocabulary required to the level A1.2 stablished by the English Curriculum?

2.- What are the main difficulties that you consider students deal with in the process of learning English?

3.- Do you consider that your students show the interest of learning a foreign language?

4.- Do you think it is important to motivate students for developing English skills? Why?

5.- Do you use other resources besides the textbook provided by the Government for English teaching?

6.- Do you apply or have any strategy for vocabulary learning?

7.- How do you stimulate your students for the English class performance?

8.- What do you think about the idea of designing a brochure with ludic activities?

Interviewers: María José Alvarado Lino

Wilson Cruz Sánchez

UNIVERSITY OF GUAYAQUIL

Faculty of Philosophy, Letters and Sciences of Education
School of Languages and Linguistics

Observation Sheet

The observation guide was focused on the students of Ninth Grade section "B" and their interaction with the English´s teacher during the class. The instrument of investigation used was composed of 9 items and using a Likert scale of frequency.

The code labels are as follows:

(1) Always. (2) Almost always. (3) Sometimes. (4) Almost Never. (5) Never.

N°	Statements	1	2	3	4	5
1	Students are ready for the beginning of the class.					
2	Students ask for the types of activities that they will be working in class.					
3	Brainstorming of vocabulary learnt in the last class is performed.					
4	Students participate spontaneously.					
5	Students answer vocabulary exercises correctly.					
6	Ludic activities are implemented for vocabulary learning.					
7	Teacher points students to participate.					
8	Teacher has resources for teaching new vocabulary.					
9	Students ask for word meanings.					