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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

Tema: "COMPLEMENTARY MATERIAL AND THE
DEVELOPMENT OF THE ENGLISH LANGUAGE
VOCABULARY"

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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GENERAL INDEX

PORTADA	i
A la Unidad de Titulación de La Universidad Técnica De Ambato	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN	iii
DERECHOS DEL AUTOR	iv
GENERAL INDEX	v
TABLE LIST	viii
FIGURE LIST	x
AGRADECIMIENTO	xii
DEDICATORIA	xiii
RESUMEN EJECUTIVO	xiv
ABSTRACT	xv
INTRODUCTION	1
CHAPTER I	3
THE PROBLEM	3
1.1 Theme of the problem	3
1.2 Contextualization of the problem	3
1.2.1 Problem Tree.....	6
1.2.2 Critical Analysis	7
1.2.3 Prognosis.....	8
1.2.4 Formulation of the problem	9
1.2.5 Research questions.....	9
1.2.6 Delimitation of the investigation	10
1.3 Justification	10
1.4 Objectives	11
1.4.1 General objective	11
1.4.2 Specific objectives	12
CHAPTER II	13
THEORETICAL FRAMEWORK	13
2.1 Research background	13
2.2 Philosophical foundation	17
2.3 Legal basis	18
2.4 Key categories	23
2.4.1 The theoretical basis of the independent variable.....	24

2.4.2 The theoretical basis of the dependent variable.....	43
2.5 Hypothesis	66
2.6 Hypothesis variables.....	67
2.7 Hypothesis Proposal	67
CHAPTER III	68
METHODOLOGY.....	68
3.1 Basic method of research	68
3.2 Level or type of research.....	69
3.3 Population and sample	70
3.4 Operationalization of variables	72
3.4.1 Independent variable: complementary material.....	72
3.4.2 Dependent variable: vocabulary development.....	73
3.5 Method of data collection.....	74
CHAPTER IV.....	75
DATA ANALYSIS AND INTERPRETATION	75
4.1 Classroom observation.....	75
4.2 Pre test and post test.....	76
4.2.1 English vocabulary proficiency level of students in the pre test and the post test	76
4.2.2 Pre test results gotten by the control group.....	77
4.2.3 Post test results gotten by the control group	78
4.2.4 Pre test results gotten by the experimental group	79
4.2.5 Post test results gotten by the experimental group	80
4.3 Students' reading and writing vocabulary proficiency level in Nouns. 81	
4.4 Students' reading and writing vocabulary proficiency level in Adjectives	82
4.5 Students' reading and writing vocabulary proficiency level in Verbs . 83	
4.6 Arithmetic mean: students' pre test - post test scores regarding their reading and writing vocabulary proficiency level	84
4.7 Pre test and post test criteria results of the control group	85
4.8 Pre test and post test criteria results of the experimental group	86
4.9 Survey applied to the students	86

CHAPTER V	97
CONCLUSIONS AND RECOMMENDATIONS.....	97
5.1 Conclusions	97
5.2 Recommendations	98
CHAPTER VI.....	99
PROPOSAL	99
6.1 Informative data	99
6.2 Proposal antecedents	100
6.3 Justification.....	100
6.4 Objectives	101
6.4.1 General:.....	101
6.4.2 Specific:	102
6.5 Feasibility analysis.....	102
6.6 Proposal Fundamentals	103
6.6.1 Theoretical	103
6.6.2 Methodological	103
6.6.3 Psychological	104
6.7 Methodology.....	104
6.7.1 Evaluation	104
6.8 Administration of the proposal	104
6.9 Proposal Evaluation	105
REFERENCES.....	167
APPENDIX	178

TABLE LIST

Table 1	Distributive table of the population	71
Table 2	Distributive table of the sample	71
Table 3	Independent variable: Complementary material	72
Table 4	Dependent variable: vocabulary development.....	73
Table 5	Results gotten by the control group in the pre test.....	77
Table 6	Results gotten by the control group in the post test	78
Table 7	Results gotten by the experimental group in the pre test	79
Table 8	Results gotten by the experimental group in the post test	80
Table 9	Students' reading and writing vocabulary proficiency level in Nouns...	81
Table 10	Students' reading and writing vocabulary proficiency level in Adjectives.....	82
Table 11	Students' reading and writing vocabulary proficiency level in Verbs..	83
Table 12	Arithmetic mean: students' pre test-post test scores regarding their reading and writing vocabulary proficiency level.....	84
Table 13	Pre test and post test criteria results of the control group	85
Table 14	Pre test and post test criteria results of the experimental group.....	86
Table 15	Question 1: Do you feel motivated to learn the vocabulary of the English language?	87
Table 16	Question 2: Do you consider that you easily learn the vocabulary you receive in class?.....	88
Table 17	Question 3: In your opinion, is it easier to learn vocabulary with books?	89
Table 18	Question 4: Are you attracted by the complementary materials that the teacher uses in the classroom?	90
Table 19	Question 5: How do you consider your level of vocabulary in English?	91
Table 20	Question 6: In your opinion, do your classmates learn vocabulary in English with the current teaching method?.....	92

Table 21 Question 7: Do you feel motivated to interact with your classmates in class to develop the vocabulary?.....	93
Table 22 Question 8: How satisfied are you with the teaching your teachers give you to improve vocabulary?.....	94
Table 23 Question 9: Do you consider that teachers should implement supplementary material to motivate classes and make them more interesting?....	95
Table 24 Question 10: Do you feel bored in the classes and not interested in the content?	96
Table 25 Proposal evaluation process	106
Table 26 Parts of the proposal.....	106

FIGURE LIST

Figure 1 Problem Tree	6
Figure 2 Key categories	23
Figure 3 The social, cognitive and determinant strategies	54
Figure 4 Students' reading and writing vocabulary proficiency level in Nouns Source Direct Research	81
Figure 5 Students' reading and writing vocabulary proficiency level in Adjectives	82
Figure 6 Students' reading and writing vocabulary proficiency level in Verbs ...	83
Figure 7 Arithmetic mean: students' pre test-post test scores regarding their reading and writing vocabulary proficiency level.....	84
Figure 8 Pre test and post test criteria results of the control group.....	85
Figure 9 Pre test and post test criteria results of the experimental group	86
Figure 10 Question 1: Do you feel motivated to learn the vocabulary of the English language?	87
Figure 11 Question 2: Do you consider that you easily learn the vocabulary you receive in class?.....	88
Figure 12 Question 3: In your opinion, is it easier to learn vocabulary with books?	89
Figure 13 Question 4: Are you attracted by the complementary materials that the teacher uses in the classroom?	90
Figure 14 Question 5: How do you consider your level of vocabulary in English?	91
Figure 15 Question 6: In your opinion, do your classmates learn vocabulary in English with the current teaching method?.....	92
Figure 16 Question 7: Do you feel motivated to interact with your classmates in class to develop the vocabulary?.....	93
Figure 17 Question 8: How satisfied are you with the teaching your teachers give you to improve vocabulary?.....	94

Figure 18 Question 9: Do you consider that teachers should implement supplementary material to motivate classes and make them more interesting?.... 95

Figure 19 Question 10: Do you feel bored in the classes and not interested in the content? 96

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RESUMEN EJECUTIVO

El propósito de esta investigación fue determinar la incidencia del uso de material complementario en el desarrollo de vocabulario de la lengua inglesa en estudiantes de primer año de BGU de la Unidad Educativa Félix A. Granja de Simiatug, Bolívar - Ecuador. El enfoque metodológico del estudio fue cuali-cuantitativo y se llevó a cabo con una población de 70 estudiantes, 35 de ellos constituyeron el grupo control y los otros 35 el grupo experimental. En este diseño cuasi-experimental, se emplearon las técnicas de observación en el aula de clase, una encuesta aplicada a los estudiantes y un pre test y post test. El Key English Test (KET) de las pruebas de Cambridge se utilizó para establecer el nivel de competencia de vocabulario de lectura y escritura de los estudiantes y su conocimiento básico de sustantivos, adjetivos y verbos. El grupo control fue evaluado después de haber utilizado el libro de texto como único método de enseñanza, mientras que en el grupo experimental la evaluación se aplicó después de haber recibido clases utilizando el material complementario diseñado para esta propuesta. Los resultados del pre test evidenciaron que ambos grupos de estudiantes tenían un nivel bajo de vocabulario de lectura y escritura en cuanto a sustantivos, adjetivos y verbos. Sin embargo, hubo una mejora considerable en los resultados del post test del grupo experimental y se encontraron diferencias significativas en el grupo experimental en comparación con el grupo control. Por lo tanto, a través de esta investigación, pudo determinarse que el uso de material complementario influye directamente en el desarrollo de vocabulario del inglés como lengua extranjera.

Descriptor: proceso de enseñanza-aprendizaje, inglés como lengua extranjera, manual, material complementario, libros de texto, desarrollo de vocabulario, vocabulario de lectura y escritura, sustantivos, adjetivos, verbos.

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Date: July 11th, 2018

ABSTRACT

The purpose of this research was to determine the incidence of the use of complementary material in the development of the English language vocabulary in 1st Year BGU students of Felix A. Granja High School of Simiatug, Bolivar – Ecuador. The methodological approach of the investigation was quali-quantitative and it was conducted with a population of 70 students, 35 of them belonged to the control group and the other 35 the experimental group. In this quasi-experimental design, classroom observation, a survey applied to the students and the pre test and post test techniques were employed. The Key English Test (KET) of the Cambridge exams was employed to check students' English reading and writing vocabulary proficiency and basic knowledge of nouns, adjectives and verbs. The control group was assessed after only having used the textbook as a teaching method while in the experimental group the evaluation was applied after having received classes using the complementary material designed for this proposal. Pre test outcomes evidenced that both groups of students' reading and writing vocabulary proficiency level in nouns, adjectives and verbs was low. However, there was an outstanding improvement on the experimental group students' post test outcomes and significant differences were found on the experimental group when compared to the control group. Thus, through this research, it could be determined that the use of complementary material directly influence the development of English vocabulary as a foreign language.

Keywords: English as a foreign language, teaching-learning process, manual, complementary material, textbooks, vocabulary development, reading and writing vocabulary, nouns, adjectives, verbs.

INTRODUCTION

Nowadays, English is the lingua franca across the world par excellence. It has become the main language of political, scientific, economic, business, tourism and inter-cultural discourse. Moreover, in any corner of the world, English is the main means of communication for speakers of different first languages. Hence, for several countries, learning English as a second or a foreign language constitutes a need to keep up with the globalization process of the rest of the world. For this reason, the Ministry of Education of Ecuador expands a norm to implement in all the educational institutions of the republic the teaching and learning of the English language (Herrera, 2014).

In an effort to optimize the teaching-learning process of English as a foreign language, the Ministry of Education provides textbooks to all students and teachers around the country. However, in the classroom, many students struggle with those textbooks' lessons because they do not understand most of their vocabulary. Thus, owing to the fact that "without syntax meaning is hindered but without vocabulary meaning is impossible" (Folse, 2003), they do not have the language proficiency level required to work with the textbooks. Besides, students and teachers have to deal with the lack of complementary material to reinforce classes, to facilitate students learning, to increase their motivation to learn English as a foreign language and to enhance the speaking, writing, listening and reading language skills. Then, the idea of carrying out this research project arose in this context.

This study took place at Felix A. Granja High School of Simiatug, Bolivar – Ecuador in the first term of the school year 2017-2018. After finishing 1st year of BGU, students will reach the expected A2 level of proficiency of the Common European Framework of Reference. Nevertheless, after the application of the Key English Test (KET) to determine students' English reading and writing vocabulary proficiency and basic knowledge of nouns, adjectives and verbs, pre test results indicated that students' low vocabulary proficiency level in nouns, adjectives and

verbs hinders the reaching of the expected language proficiency level. Accordingly, the current research aimed to determine the incidence of the use of complementary material in the development of the English language vocabulary in 1st Year BGU students.

This study is divided into six chapters and structured as follows:

Chapter I contains the contextualization of the problem, critical analysis, prognosis, formulation of the problem, research questions, delimitation of the investigation, justification, general and specific objectives.

Chapter II describes the research background, the philosophical foundations, the legal basis and the key categories and the hypothesis that facilitated to determine the foundations of this investigation.

Chapter III includes the method of research, the level or type of research, the population and sample, operationalization of variables and the method of data collection.

Chapter IV comprises the data analysis and interpretation of the classroom observation, the survey applied to the students and the results of the pre test and the post test.

Chapter V refers to the conclusions drawn from the analysis of this study and some recommendations are given by the researcher.

Finally, chapter VI consists of the complementary material of this proposal project.

CHAPTER I

THE PROBLEM

1.1 Theme of the problem

Complementary material and the development of the English language vocabulary.

1.2 Contextualization of the problem

Today, almost all countries need another language or languages, in addition to the native language, in such a way that it can be developed. Languages are essential as a means of instruction among its inhabitants. According to Chacon (2011) "the development of the vocabulary of a third language that allows people to have the ability to use structures and linguistic forms in a language that is not the mother tongue" This development consists in overcoming successive fields of basic language competence. For this process to be possible, the linguistic flow must slightly exceed the current level of student competence; there will only be a really effective appropriation of the data. The linguistic structures are comprehensible thanks to the situation, the context, the extra linguistic information and the use of complementary material.

Regarding the development of critical and integrative thinking, the processes of problem solving and analysis-synthesis are more present than those that favor the evaluative judgment on certain phenomena. The processes that lead to decision making are less present. According to UNESCO (2008), the educational situation in Latin America and the Caribbean is an effort to analyze the state of education in the region based on an approach based on understanding education as a fundamental Human Right.

Edward Glaser describes that Critical Thinking as a group of knowledge, attitudes and abilities, including: attitude of inquiry, which implies the ability to recognize the existence of problems, abstractions and generalizations, the discernment in creating valid inferences and the skills in the application of the previous attitudes and knowledge (Lai, 2011).

Critical Thinking based on principles, inconsistency, rejection of arbitrariness, and bias presupposes the recognition of the binding force of criteria, taken as objective and universal, with which judgments are made. Critical judgment involves two components: the evaluation of certain attitudes and reasons, dispositions, mental habits and character traits that are included in the critical spirit (Dixon, 2018).

In Ecuador, it can be said that according to Diario El Comercio (2015): "Unfortunately, Ecuador classified 35 out of 63 as one of the countries with low levels of English according to the English proficiency index (EF EPI) in 2014" Many of the educational institutions in Ecuador do not adequately use the complementary materials for the development of the vocabulary of the students in the English language. Not enough importance is given to the time the student needs to prepare and improve their vocabulary. For this reason, the Ministry of Education in March 2015 presented an agreement 0052-14 in which it was established that the teaching of the foreign language in English, from 2016-2017 in the French Sierra and 2017-2018 in the Coast be mandatory from the second grade of General Basic Education to the third year of baccalaureate. In the country, the importance of English has become widespread as it is considered a form of economic, social and technological development. Therefore, the teacher must be innovative in the teaching of the language, from the beginning, that is, from the basic level, to obtain positive long-term results.

In the "communicative approach" of teaching foreign languages, the teacher fulfills two fundamental roles, namely: the first is to facilitate the communication process between students and the texts and different activities. The second is to act as an

independent participant within the teaching - learning group (Richards & Lockhart, 2007). At Felix A. Granja High School of Simíatug - Bolívar, there are flaws in the learning process of the English language, particularly in terms of language vocabulary. Teachers do not use complementary materials focused on students (student-centered activities) for developing a high level of vocabulary, so that students can master English language skills.

According to Chang (2017) what motivates the students and their needs when it comes to learning can be very useful information for the teacher when selecting or creating new material to use in class. It is important to keep in mind that students need to be and feel included in the curricular planning process. The manner in which they receive the activities, as well as their comments on them, serve as a guide to get an idea of the needs and interests of the students.

Therefore, it is necessary to implement strategies that help the teacher to implement these materials, with which they can enrich their classes, make them more fun and attractive and attract the attention of the students, who in turn will benefit by accessing the same content but from another perspective, understanding it better and acquiring therefore a better vocabulary.

1.2.1 Problem Tree

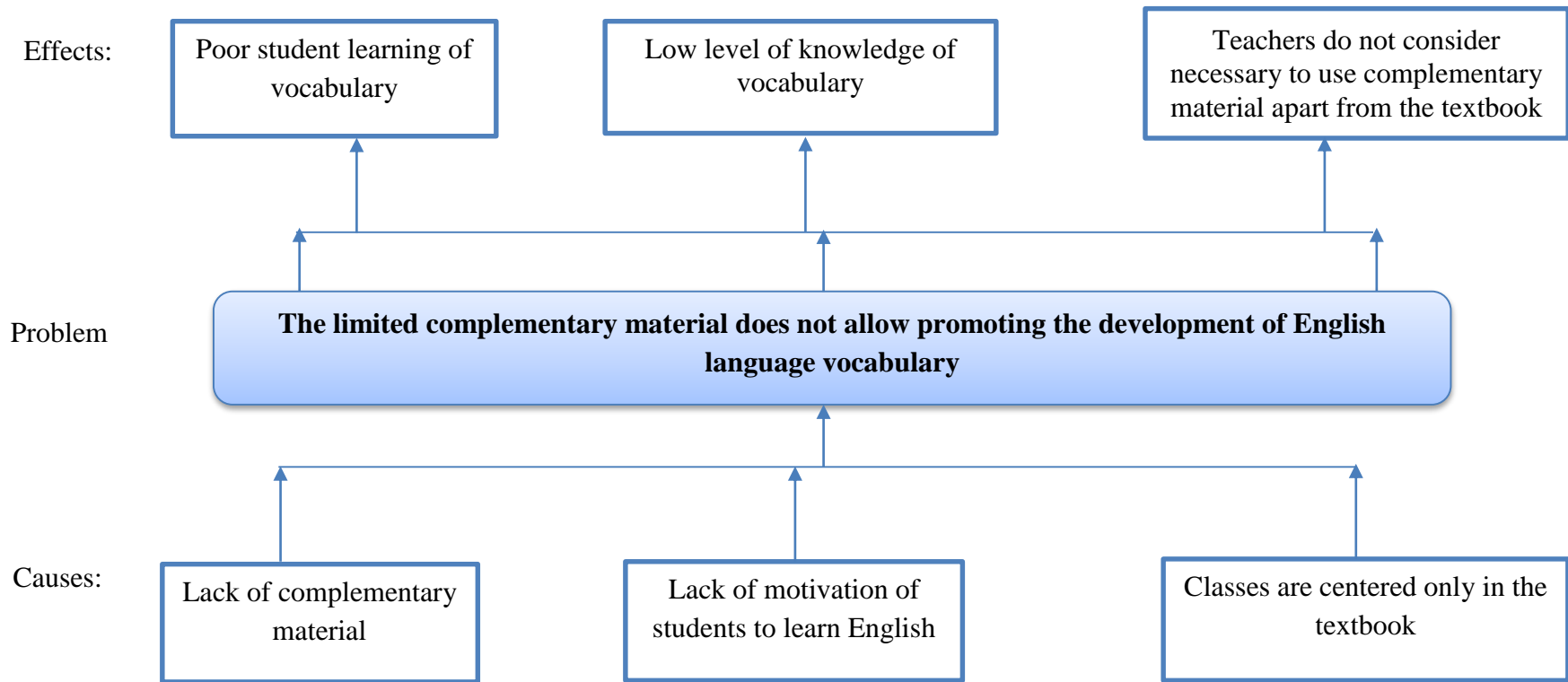


Figure 1 Problem Tree
Source Direct Research

1.2.2 Critical Analysis

On the researched subject of complementary material and the development of the vocabulary of the English language in the students of Felix A. Granja High School of Simiatug, Bolivar. The problem arises from different reasons such as:

The lack of complementary material leads to poor learning of vocabulary in the first year BGU students. It has been observed that students have difficulties to remember the vocabulary previously taught; in other words, when a subject is presented, they often forget the meaning of a word or expression in English even though if they have already been presented before. They not only have difficulty remembering the vocabulary in English, but also expressing it in written or oral form.

Moreover, the students' lack of motivation causes a low level of knowledge of vocabulary and vice versa. It is considered that the strategies that teachers are using are not appropriate for students since they get demotivated due to their difficulties to remember the vocabulary previously learnt. Students feel insecure and afraid to make mistakes and prefer not to participate in the activities proposed by the teacher. This creates gaps and doubts in students that are difficult to correct in the future (Sancho, 2015). Undoubtedly, motivating students is important and necessary because when they are motivated it is easier to achieve spontaneity in their learning, as well as the cognitive development of their abilities more quickly, among many other advantages.

Indeed, teachers make exclusive use of the textbooks in classes because they do not think it is indispensable to use complementary material to support their classes. However, students' low vocabulary proficiency level in contrast to the advanced level seen in the textbooks discourages students from learning English because when they have to confront the content found in the textbook and they observe so many new and unknown words, they feel confused and refuse to continue practicing. This problem persists in the institution because it is evident that the

exclusive use of the textbook is not enough to promote the development of the vocabulary in English as a foreign language which negatively affects students since they cannot communicate efficiently.

1.2.3 Prognosis

The leading linguist researcher Paul Nation states that vocabulary is not an end in itself due to the fact that a rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform (as cited in WordDive, 2013). Therefore, the use of complementary material to develop student's vocabulary proficiency leads them to improve their skills in English and perform better in this language.

In a context where the lack of complementary material does not allow promoting the development of English language vocabulary in the classroom, this research will provide a new teaching resource in which teachers can rely on, and it will offer a variety of strategies and tasks that will help students to improve their English vocabulary proficiency level. Consequently, students will be able to understand all the terms in their textbooks which will provide meaningful language practice and it will make classes more interesting since the exclusive use of textbooks turns them tedious. Definitely, it will be an alternative to complement the traditional textbooks' methods exclusively applied in the classroom. Hence, if teachers complement textbooks' lessons through the supplementary material proposed in this study, they will actively engage students in their learning process and promote the interaction between students in the classroom developing individual's abilities of the group, encouraging and motivating students to learn English as a foreign language.

On the other hand, if the source of the problem is not solved, the students could face a series of factors that will negatively affect them in the future. First of all, they will not be interested in learning English because they do not understand the vocabulary in the textbooks and struggle to understand their lessons. They will have low

academic performance which, in some cases, could end in students' desertion of the educational system.

Furthermore, this situation could also be the cause of the lack of preparation for future education and future work as professionals by not being able to obtain a master's degree if they are required to be competent not only in their educational field, but also in English. It could even be an obstacle to have access to scholarships and universities in foreign countries whose first language is English.

1.2.4 Formulation of the problem

How does the lack of complementary material influence the development of the English language vocabulary of 1st year BGU students at Felix A. Granja High School of Simiatug, Bolivar?

1.2.5 Research questions

- What complementary materials do teachers use to develop the vocabulary of the English language?
- What is the proficiency level of the vocabulary that students have in the English language?
- What relationship exists between the complementary material and the development of the vocabulary in the English language?
- How can teachers use complementary materials to improve the quality of their classes?
- Which extra benefits can be found when teachers use complementary material in their classes?

1.2.6 Delimitation of the investigation

Sphere: Education

Area: Foreign Language (English).

Aspect: Pedagogical-didactic.

Beneficiaries: Students of Felix A. Granja High School

Theme: Complementary material and the development of the English language vocabulary.

Spatial Delimitation: In the High School of Simiatug, Bolivar

Temporary: First term of school year 2017-2018

1.3 Justification

This research is necessary to know how the complementary material affects the development of English language vocabulary in the 1st year BGU students of Felix A. Granja High School of Simiatug, with the implementation of complementary material so that they can overcome their abilities and weaknesses of the language. The interest in this research work is to help students in the English language through the use of complementary material. This research will improve the academic performance of the students, thus developing their skills in the English language.

As a theoretical importance of the project, it can be highlighted that it will contribute to generate solid support for educational teaching, since in this area it can have an adequate structure, a detailed and valid project about the problems that may affect the use of complementary education material and the poor development of the students' vocabulary.

The development of English vocabulary is currently of great help and importance for the professional progress of an individual, because it is a universal language and has been established as one of the essential requirements for student and university education, therefore; it is necessary to learn it correctly, and the teachers in this area

who are called to look for the best strategies to guarantee and facilitate the learning process of this language in students. Therefore, it has been necessary to carry out the present research work since the students of the rural sector do not advance in the development of the language vocabulary due to various factors that do not allow the assimilation of the learning of the English language, in front of the students of the urban sector. Students can have the opportunity to improve their knowledge as they will have complementary material that will benefit the development and assimilation of English language vocabulary.

First year BGU students of Felix A. Granja High School of Simiatug will be the direct beneficiaries of the research, since they will be able to access educational materials that are more attractive, interesting and clear. Employees of the institution can rely on the proposal to use the contents creatively through the complementary materials.

The proposal to be developed is considered totally feasible, since it is simple to implement since it will not entail the use or implementation of expensive tools or equipment. Therefore, the result of the work shows the best practices and evaluations that determine the feasibility of the investigation.

1.4 Objectives

1.4.1 General objective

To analyze the incidence of the use of complementary material in the development of the English language vocabulary in the 1st Year BGU of the Felix A. Granja High School of Simiatug.

1.4.2 Specific objectives

- To identify the complementary materials teachers, use to develop the vocabulary of English language.
- To establish the level of vocabulary proficiency students, have in the English language.
- To define the relationship between the complementary material and the development of the vocabulary in the English language.
- To determine how to use appropriately complementary materials to improve the quality of English classes.
- To establish the extra benefits of using complementary material in English classes.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

As a research reference related to the subject, but with variation of the variables, several theses were investigated in the repository of the Technical University of Ambato and other universities.

The first of the research analyzed was the one entitled: "Design of complementary didactic material for the teaching and learning of a local lexical variation". The principal objective was to design a complementary didactic material for the Latin American Center of the Pontifical Javeriana University with which the local lexical variety is taught and learned. The place of the development of the research was The Latin American Center of the Pontifical Javeriana University (CLAM) in Bogota, Colombia. The population was composed by the students of the Latin American Center of the Pontifical Javeriana University. The investigation was divided into two parts. In the first, stage of identification, the lack of teaching material for the teaching and learning of local lexical varieties in ELE was identified. The personal experience and interest in the subject by the researchers, led them to investigate and identify this problem also in the Latin American Center of the Pontifical Javeriana University (CLAM) and try to develop a material to address it. In the second stage it was decided to verify the need for the creation of this material through the application of some surveys to some teachers and students of the Latin American Center of the Pontifical Javeriana University. This process was described, as well as the objective, the contribution of these surveys and their results. (Alvarez & Dueñas, 2015).

The authors concluded that it is necessary to begin by recognizing and tolerating other varieties for the linguistic enrichment of the language in order to diversify the

knowledge of it. The material design is a platform to manage the integration of local varieties in the teaching and learning of ELE. From the work in general it was concluded that the teaching of a local lexical variety is not intended to create a linguistic hegemony. The proposal developed tried to include a form of local speech, among many, in ELE materials (Alvarez & Dueñas, 2015).

The second work analyzed was: "The use of real or authentic material and its influence on the acquisition of English of the students of the ninth grades of General Basic Education, parallels A and B of the Educational Unit Francisco Flor - Gustavo Egüez, Canton Ambato". The main objective was to determine the influence of authentic material (Realia) in the process of acquiring the vocabulary of the English language in the students of the ninth grade of general basic education parallel A and B of the educational unit Francisco Flor - Gustavo Egüez of the city of Ambato, province of Tungurahua. The place where the investigation was developed was Educational Unit Francisco Flor - Gustavo Egüez from Ambato Canton, Province of Tunguragua. The population was composed by 28 students of 9th grade of basic education, 27 9th grade students of parallel basic education and 2 English teachers. Being a total of 57 respondents. The research was exploratory, descriptive and explanatory (Balladares, 2014).

It was concluded that there are aspects that should be improved in the teaching-learning process, highlighting the way in which the teacher imparts classes (pedagogy) as well as the didactic material that is used. One of the alternatives for improving vocabulary learning was the use of realia (authentic material) and activity guides, which helped to create dynamic and interactive environments during class time to help students and teachers during the vocabulary teaching-learning process (Balladares, 2014).

The following work analyzed was: "Learning vocabulary in English through the prolonged game experience". The principal objective was identified the impact of the gaming experience for the Vocabulary learning in English. The place where the

research was developed was Communication and Language of the University of Bogotá in Colombia. The focus of the work is mixed, since an interview and survey were conducted. The methods that were used to carry out the investigation were the inductive, deductive and hypothetical deductive reasoning. In relation to the logical inductive reasoning according to Sampieri, in this work, the impact of the prolonged experience of the implementation of the videogame for the learning of vocabulary in English was analyzed. In addition, participants' vocabulary learning was compared before and after the extended experience and each participant's play experiences were described in terms of possible flow states, expressions, attitudes, changes in the affective filter and strategies for learning vocabulary. The impact of the prolonged experience of the video game for vocabulary learning was a positive impact; because all the participants who took part in the study learned more vocabulary (Castillo, 2016).

The last work analyzed regarding the dependent variable was: "Interactive application development to teach English vocabulary to children from pre-school age". The principal objective was to develop an application to teach vocabulary in English to children from preschool age (Vargas, 2012).

A validation activity was carried out on the proposal, with children between the ages of five and seven. The analysis made allow us to observe that the application is effective and encourages students to learn. Positive results were obtained when measuring the retention of expressions. Therefore, it was possible to determine the type of interaction that most attracts children, which motivates them to use the application again. Also, it was observed that the main incident factor in the preference of one or another form of interaction is the difficulty to make the gesture, and that there are great differences in the execution of gestures between children of different ages, and between children and adults in general (Vargas, 2012).

Regardless of these works, thesis papers with similar purposes were also analyzed. The first of them was entitled: Development of the Interactive Application to Teach

Vocabulary in English to children from Preschool age. It was developed by Roberto Luis Felipe Vargas Guevara. The main objective of this research was to facilitate and motivate the acquisition of vocabulary in English (as a foreign language) to children between five and six years old through the use of an interactive application. The research was developed at the University of Chile in Santiago de Chile (Vargas, 2012).

The thesis proposal aimed to help the vocabulary learning with an interface focused on the association between meanings and expressions, through gestures on the screen. On the other hand, motivate students who may feel excluded and maintain interest in the study by offering different forms of interaction. This proposal was implemented and was also validated by children up to seven years old. As a result of this research, it can be said that the analyzes carried out show that the application developed as part of the proposal turned out to be effective and motivating for the students to learn. Positive results were obtained when measuring the retention of expressions, and it was possible to determine the type of interaction that most attracts children, which motivates them to use the application again (Vargas, 2012).

The other study on thesis was linked to the work that Jennifer Lisell Romero Bedoya developed. The work is entitled: Learning vocabulary in English through the task approach in primary education for adults. The main objective of the work was to: Determine the incidence of the task approach in the development of vocabulary learning strategies in English of the adolescent and adult students of cycle I and II of the school Nicolas Esguerra. The methodological approach that framed this research was the qualitative paradigm, which refers to a systematic and active process, where rigorous investigations are carried out, which are directed and allow to obtain information about the problems observed during the classes carried out by the researchers, in this case the teachers in training. Within the conclusions of the work it was pointed out that the proposal can only be applied in institutions that have the necessary spaces for the realization of the activities, as it was executed in

the school Nicolas Esguerra. The proposal was designed to be carried out in a total of 9 weeks (Romero, 2013).

After analyzing the various projects mentioned above, it can be said that this analysis contributed to understand that the use of complementary material is a little-known methodology and almost not used by teachers in the English area, this methodology is better known by teachers of children, but not by teachers of schools where students are the ones who need more motivation when learning the different vocabulary words. The way teachers teach English language can influence the acceptance or rejection of it; therefore, teachers must apply to methodology that generates the necessary interest in their students for that there are no knowledge gaps that affect the learning of the English language.

2.2 Philosophical foundation

This research is based is based on the following foundations:

Constructivism is a theory about knowledge and learning not teaching. Hence, learners are the main character in the learning process constructing their own knowledge in the classroom through the active process of linking the existing knowledge with new ideas (Labuschagne, 2004). Likewise, Vygotsky's theory promotes learning contexts in which students play an active role. Teacher and student's roles are therefore shifted, as the teacher collaborates with students in order to facilitate meaning construction. Therefore, learning becomes a reciprocal experience for students and teacher (Lamon, 2014).

H. Douglas Brown (2001) states that learner-centered instruction applies to curricula and specific techniques that focus on learners' needs, styles and goals and give some control to the student (work or strategy training, for instance) while allow for student creativity and innovation. A learner-centered approach helps to give

students a sense of “ownership” of their learning and increases their intrinsic motivation.

Regarding foreign language teaching, Larsen-Freeman (2000) and Mellow (2000) use the term principled eclecticism to describe a desirable, coherent, pluralistic approach to language teaching. Due to the fact that single theory based methods limit the number of techniques and they can become mechanic or tedious, to rely upon a single theory of teaching has been criticized. Therefore, nowadays an eclectic approach has managed to occupy an indispensable place in the field of teaching English as a foreign language since it increases the chances of learning taking place.

In addition, the educational environment in unison with the family must work together in order to achieve the student's command of the language. The bond and the interaction between a learner and another through complementary materials is important for the development of the same. Each of these factors is crucial to maintaining a gradual increase in student learning (Balladares, 2014).

2.3 Legal basis

The current study is supported by the following legal foundation:

Firstly, the *Código de la niñez y adolescencia (2003)* expresses:

Article 37.- Derecho a la educación. - Los niños y adolescentes tienen derecho a una educación de calidad. Este derecho exige un sistema educativo que:

1. Garantizar el acceso y la permanencia de todos los niños a la educación básica, así como a los adolescentes hasta el bachillerato o su equivalente.
2. Respete las culturas y especificidades de cada región y lugar.
3. Considerar propuestas educativas flexibles y alternativas para satisfacer las necesidades de todos los niños y

adolescentes, con prioridad para aquellos que tienen discapacidades, trabajan o viven una situación que requiere mayores oportunidades para aprender.

4. Garantizar que los niños y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y disfruten de un ambiente propicio para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adaptados a las necesidades culturales de los estudiantes.
5. Respetar las convicciones éticas, morales y religiosas de los padres y de los propios niños.

Article 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, garantía de igualdad e inclusión social y condición esencial para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Article 27.- La educación se centrará en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia; será participativo, obligatorio, intercultural, democrático, inclusivo y diverso, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; Estimulará el pensamiento crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de habilidades y habilidades para crear y trabajar.

Article 28.- La educación responderá al interés público y no estará al servicio de los intereses individuales y corporativos. El acceso universal, la permanencia, la movilidad y la graduación estarán garantizados sin discriminación alguna y serán obligatorios a nivel inicial, básico y de bachillerato o su equivalente.

Article 29.- El Estado garantizará la libertad de educación, la libertad de presidencia en la educación superior y el derecho de las personas a aprender en su propio idioma y en su campo cultural.

Secondly, the *Ley Orgánica de Educación Intercultural* (2012) en el Título XI de la Provisión de Textos, Alimentos y Uniformes Escolares. El Capítulo I de Las Normas Generales indica:

Art. 372.- Textos escolares Los libros de texto, guías docentes, libros de trabajo y otros recursos asignados a una institución educativa pública o fiscalía deben ser utilizados única y exclusivamente por este último para el proceso de enseñanza-aprendizaje, de acuerdo con las normas específicas emitidas al efecto. Central de la Autoridad Educativa Nacional.

Art. 373.- Préstamo. El Nivel Central de la Autoridad Educativa Nacional debe determinar los libros de texto, guías para el docente, cuadernos de ejercicios y otros recursos que, por sus características, contenidos y utilidad, deben ser provistos por el Estado como préstamo a docentes y estudiantes. (p. 22).

Thirdly, the *Plan Nacional del Buen Vivir* (2013) states the following:

Plan Nacional del Buen Vivir

OBJECTIVE 2

Sponsor equality, cohesion, inclusion and social and territorial equity in diversity.

In relation to this objective, several policies and strategic guidelines have been proposed, then the most relevant are detailed:

- Promover la igualdad, la cohesión, la inclusión y la equidad social y territorial en la diversidad.
- El reconocimiento equitativo de los derechos de todas las personas implica la consolidación de políticas de igualdad que eviten la exclusión y promuevan la convivencia social y política.
- El desafío es avanzar hacia la plena igualdad en la diversidad, sin exclusión, para lograr una vida digna, con acceso a la salud, educación, protección social, atención especializada y protección especial.
- Erradicar todas las formas de violencia y discriminación a través del cambio de patrones socioculturales, para que generen solidaridad y relaciones de alteridad.

Finally, the *Ley Orgánica de Educación Intercultural (LOEI)* of the Ministry of Education of Ecuador (2016) in its Article 3 promotes the teaching and learning of

a foreign language given its importance for people in order to communicate with non-Spanish speaking people and to do investigation using resources in other languages, among others. Moreover, the Article 19 of the LOEI (2016) points out the importance of optimizing education, taking into account linguistic criteria which, in this case, refer to the teaching and learning of a foreign language.

In addition, the Ministry of Education expands a norm in order to implement in all the institutions of the republic the English language (Herrera, 2014) as follow in the next articles:

Article 1.- DISPONER que la enseñanza de inglés, a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018, régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país.

Article 2.- DISPONER que las horas de Clubes establecida en la malla curricular expedida mediante acuerdo Ministerial 0014-14 del 11 de marzo de 2014 determinadas para los grados segundo a séptimo de Educación General Básica pueden ser usadas para la asignatura de inglés. En este caso, esta asignatura será evaluada tal como se determina en los artículos 193 y siguientes Reglamento General de la Ley Orgánica de educación Intercultural (LOEI).

Article 3.- DISPONER que para la implementación de la asignatura de inglés las instituciones educativas publicas incorporen a su planta docente, personal con calificación mínima de B2 de acuerdo con la escala de Marco Común Europeo de Referencia para las Lenguas, y pongan disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá remitir a la respectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés.

Article 4.- DISPONER que el Viceministro de educación coordine con el Instituto Nacional de Evaluación Educativa, la evaluación anual de los resultados del aprendizaje del idioma inglés en las instituciones educativas públicas, fiscomisionales y particulares, y que la Subsecretaria de Fundamentos Educativos establezca los estándares mínimos que deberán alcanzar los estudiantes, a partir del año lectivo 2016-2017, régimen Sierra.

Article 5.- DISPONER que, hasta el año lectivo 2016-2017 régimen Sierra, La Subsecretaria de fundamentos Educativos publique el currículo oficial de inglés de 2do. A 7mo. Grados de Educación General Básica.

Article 6.- DISPONER que los colegios autorizados a ofertar los programas de bachillerato Internacional: el Programa de Escuelas Primarias-PEP y el programa de Años Intermedios-PAI se regirán por el Acuerdo Ministerial 0224-13 del 16 de julio de 2013, en cuanto a las adaptaciones de la malla curricular nacional que deberán presentar el Viceministerio de Educación para su aprobación.

Article 7.- DISPONER que todas las instituciones que se crean a partir de la expedición de esta normativa cuenta con la asignatura de inglés desde 2do. Grado de EGB hasta 3er. Curso de Bachillerato.

On the whole, legal framework supports that one of the main priorities in Ecuador is to optimize education taking into account linguistic criteria, in this case, through the teaching and learning of a foreign language. In search of expanding opportunities for professional and personal growth of Ecuadorians, the teaching and learning of English as a foreign language is promoted recognizing its importance in a global community due to its status as a worldwide lingua franca and the considerable number of its native and non-native speakers around the world.

2.4 Key categories

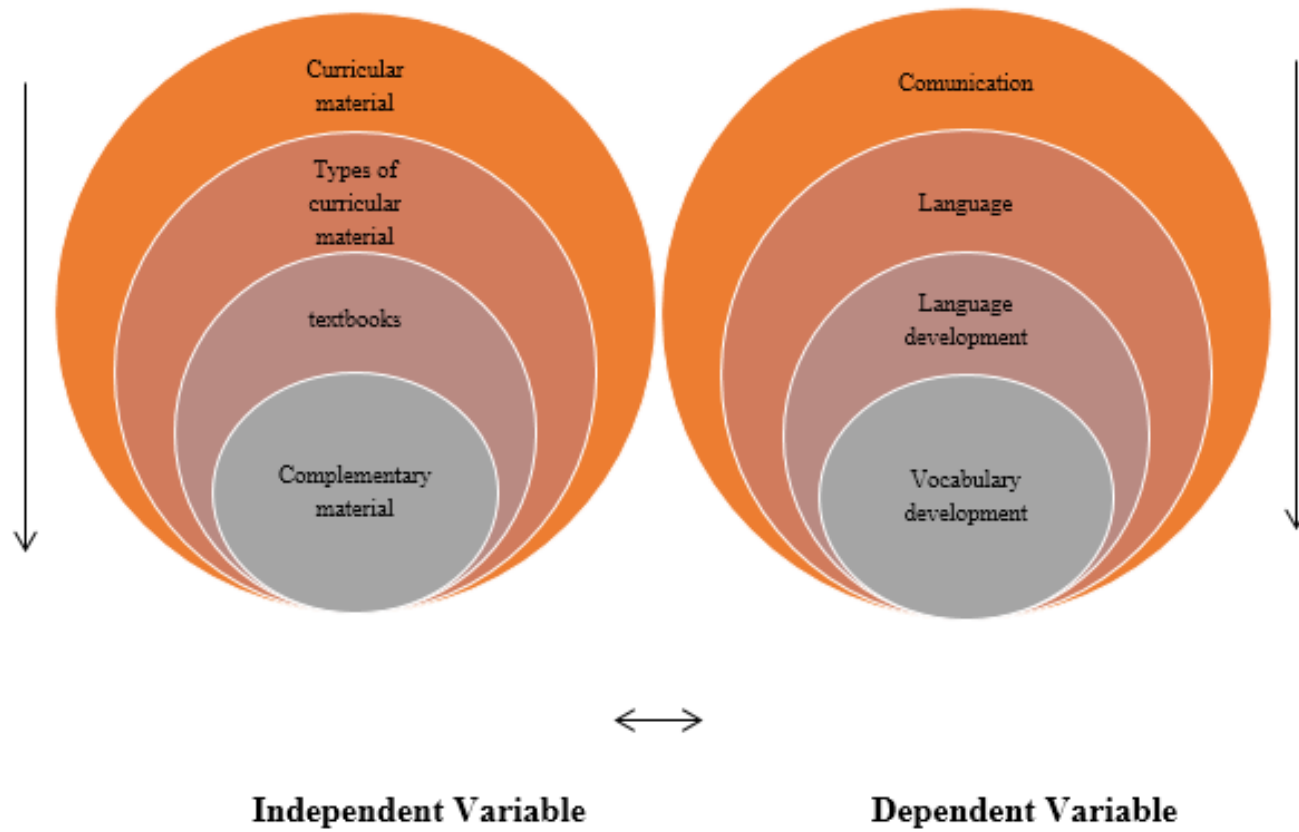


Figure 2 Key categories
Source Direct Research

2.4.1 The theoretical basis of the independent variable

2.4.1.1 CURRICULAR MATERIAL

Definition of curricular material

The curricular material is a comprehensive tool, because it is defined as any object or instrument that can be used as a resource so that, through observation, manipulation, or reading, opportunities to learn something are offered. The material in the development, evaluation and planning of the curriculum and is recognized as a curricular material. The materials that use paper supports are the most used, printed materials, books, didactic guides and articles from specialized magazines (Eurydice Network, 2018).

On the other hand, Zenobi (2013) states, while no one disputes the importance of materials in any process of educational change, it would be very naive to think that just producing new materials would be guaranteeing new and better practices, new and better learning. The process is much more complex and various factors intervene in it, with texts and agents. Improving student learning depends, among many other issues, also the teacher and the type of strategies proposed from the inclusion of new materials, in turn, these are linked to the conceptions that the teacher has about geography, of the purposes that it supposes fulfills in the formation of the students, of the curriculum, of the characteristics of the schools and of its students.

Then, the curricular material is that textbook and other edited material that the students and teachers use in the public and private educational units, for the development and application of the curriculum of the general education system teachings; the educational material can also be the audiovisual medium and the so-

called new Information and Communication Technology that does not have in itself an inexorable didactic capacity.

2.4.1.2 TYPES OF CURRICULAR MATERIAL

Dede (2009) indicates that the types of curricular material are presented in the following ways:

According to the field of intervention of the teaching staff, they allow to appreciate the existence of materials that make reference to very general aspects related to the educational system, or of a sociological or psych pedagogical nature; others that affect decisions in the general framework of the school, some of them linked to planning proposals, as in the case of educational and curricular projects. According to the intentionality or function, it can be said that they possess the curricular materials that allow the teacher to distinguish materials with different pretensions: to guide, exemplify, illustrate, propose, and disseminate. According to the contents and the way of organizing them, you can find materials with integrating and globalizing pretensions, which try to cover contents of different subjects, and others with clearly disciplinary focuses.

According to the contents of the facts are learned through verbal repetition strategies. Therefore, the curricular materials have to offer, basically through written texts, the contents subject to their reading and subsequent memorization. Within the conceptual contents are the appropriate activities, which are of greater complexity and are qualitatively different from the simple verbal repetition of some ideas, definitions or affirmations. The learning of these contents requires activities that place children before experiences that allow understanding, the establishment of relationships and the use of learning in diversified situations.

The contents of the procedures must offer concrete, and in a certain repetitive, exercises that promote the realization of activities that give rise to the acquisition

of the necessary prerequisites for their complete domain. The attitudinal contents do not allow conceiving other specific curricular materials except for those directed to the teaching staff. It is content that cannot be learned through exhibitions or readings of definitions.

According to the support material, they will be those who contribute to the explanation as, for example: the blackboard, the audiovisual media and the textbook consultation will be the appropriate means for study and memorization. Based on what was mentioned by the author in the previous paragraph, it can be said that the curricular material can be presented in five ways: the first, refers to the intervention of teachers in the general aspects of materials; the second, on the other hand, talks about the function that the teacher gives to each one of the materials; the third refers to the content of the materials and the way of organizing them; the fourth, indicates that it may be because of the support material that is used; and finally the fifth way is according to the notes and the textbook.

On the other hand, Bravo (2004) declares that the types of curricular material pose:

Support for the oral presentation includes traditional media and a fundamentally visual nature such as the whiteboard and its variant as a flipchart, the overhead projector, the poster, slides in photochemical and digital format, the video of low elaboration as support to the classroom, presentation systems with computer and electronic board.

Replacement or reinforcement of the action of the teaching staff. That is, those powerful media from the expressive point of view that are capable of transmitting a complete content and are not used in conjunction with the teacher's action.

Books and notes. They behave as an extension of the contents taught in class. In them the concepts are fixed and the contents that have been presented in class are

developed in an extensive way, these are: Educational video and Multimedia system.

Continuous and remote information media, refers to the following: Web Pages, Videoconference, E-mail, Chat. As mentioned by this other author, the types of curricular material are presented in four types:

- Visual character materials they support the visual presentation.
- Materials that serve to reinforce or replace the actions of the teaching staff.
- Book or note that consists of the contents presented in class.
- The means of continuous and remote information.

2.4.1.3 TEXTBOOKS

Definition of textbook

According to Radic-Bojanci and Topalov (2016), governments have always controlled and supervised the use of books. These have been considered by tradition as the immutable repositories of culture and knowledge, as well as being valued as the backbone of daily practice in schools and foundations for many teachers, who would find it very difficult to make development possible. Textbooks are linked to the political-cultural moment in which they are born by being legally recognized, and these historical links have such an impact that they are affected by the transformations and political changes that affect the whole society. They are a reflection of the society that produces them, insofar as they are vehicles of transmission of a certain conception of the world, of culture, of the main aspects, of the state of knowledge, and stereotypes of society, of its economic power, etc. The textbook is the instrument of help for the students, which allows them to assimilate the topics that are elaborated in the book. It can also be said that the

textbook simplifies the work of teachers, since it is a technical tool that serves to teach students.

Moreover, Elizaldo (2005) affirms that the didactic texts invite to the constant realization of essays that help students create their own knowledge based on their particular perceptions about the subject under study. The textbook should allow different forms of language expression. Present activities that offer opportunities to organize and express ideas coherently. Young people must obtain learning situations that motivate them to read, organize ideas.

The textbook is a tool that serves as a study guide in educational institutions, to which students and teachers resort. Textbooks normally exist for all subjects such as Geography, Civics, Mathematics, Languages, and others, although there are some specific subjects that do not have a particular textbook and therefore it is necessary to resort to another type of material.

In a broad sense, any compendium of information or manual, which is used with the intention of transmitting teachings systematically or not, can be considered as a textbook. In practice, this term is reserved for books that are used in educational centers, within the education that is governed by rules and that is included in the official study plans, which are established by the competent authorities in educational matters in different countries (Calderero, 2003).

Importance of the textbook

Similarly, Parcerisa (2001) states that the curricular materials, and specifically the textbook, fulfill a function of mediation between learning and teaching. This function can be an aid to develop the teaching project, but it can also happen that the material becomes the project and the teachers put themselves at your service. To make curricular materials an appropriate and useful resource, the teacher is required to evaluate them to make more informed decisions regarding their use in

the day-to-day of the classroom. The textbook has been created particularly to help students with the knowledge that is being worked on throughout the school year. Regularly, textbooks have more content and more information than they come to work on the dynamics of the classroom, as it adapts each class to different changing situations and changes the schedules.

Use of the textbook

According to Gak (2011), it is a permanent task in every institution, due to its importance, the correct use of the textbook, both by teachers and students. It is considered as a permanent task in every institution to constantly influence the training of teachers and students, in order to contribute to that integral formation that, as a supreme objective, is to be achieved in the younger generations.

It is essential to instruct the student to analyze, compare, evaluate and reach solid and lasting conclusions in his mind and enable him to apply his knowledge by himself and through the correct use of the textbook. Stop using the textbook is not only stop receiving the volume of information that the book contains but is to prevent the possibility of using one of the essential sources of knowledge.

Textbooks can be used in different ways:

- Exclusively, becoming for students in practically, the only reference for the acquisition of contents.
- As a guide book that focuses the content of the subject.

The use of textbooks is one of the main ways to transmit school science in the classroom. The educational administrations have made a great effort that they have made, in the field of experimental and didactic research to incorporate the multiplicity of resources available, school (field practices, educational informatics, laboratory, etc.) and extracurricular (science centers, media, etc.) For that purpose,

reality shows that the textbook is the most widely accepted and used - sometimes even only - by the members of the educational community (students, teachers and parents) (Calderero, 2003).

Textbook functions

According to Gavora (2014), it is assumed as a textbook function the approach of the tasks and proposed effectiveness, which it must reach this in a certain period in the teaching-learning process; these functions are information function, guide function, stimulation or motivation function, coordination function, rationalization function.

The textbook functions are closely linked to the work of the students, and they are also linked more directly to the teacher, since it is useful for the interpretation of the programs and the methodological orientation.

Positive and negative aspects of textbook

Perez, Hidalgo, Garcia, & Marquez (2006) express that the positive aspects that they have extracted are that textbooks present ordered and adapted information to a certain age. At certain times they are very easy to find (easy access). Print safety in teachers and throughout the educational community. Save effort, training, etc. Facilitate the intervention of the family (greater participation and educational quality) and training. They disseminate knowledge that would otherwise be impossible (currently less and less). They are striking and attractive.

Segun Calderero (2003) the use of textbooks has great advantages such as:

- Present the information in a systematic and organized way.
- Concrete a certain way of developing the contents.
- It avoids the dispersion and ambiguity that could occur through the exclusive use of oral transmission.

- Saves time to teachers and students, to be able to devote time in classes to the assimilation of content, the assumption of values and the development of skills, being able to do without the need to devote time to procedures of transmission of contents and / or statements of the different practical activities (Calderero, 2003).

However, the negative aspects are that textbooks present many “errors”, they have a closed and definitive structure, uniformed culture and reduce learning to the rote reproduction of bookish knowledge, they present fragmented knowledge, that is, outside the reality of people, the activities are very routine. Also reduce the task of the teacher to the executor of texts, they carry a great economic cost, they present individual, homogeneous and repetitive activities for the whole group, the organization that are made of the activities proposed are not related to each other, activities do not seek or promote the interest of students or open the possibility of tracking information in other spaces and places.

However, they also have drawbacks such as:

- Danger of excessive use of the textbook, thus losing the idiosyncratic aspects of teachers and students, focusing excessively on the epistemological aspects with a possible deterioration in their acquisition, by the student, of certain learning strategies.
- Danger of the contents becoming obsolete, due to two main factors:
 - The extended time that elapses, since the author begins to write until, corrections are made. Also accept the possibility of editing it, make a first proof of printing, correct the evidence, obtain the approval of the educational authorities, print it, present it in the market, make the commercial distribution and implant it in the classrooms.
 - Its minimum validity period is usually only four years (Calderero, 2003).

The textbook has several positive and negative aspects, but the most relevant is that it is characterized by being a book divided into thematic units that pose different content and problems from a dynamic, colorful and attractive point of view for students. This is achieved through the use of short texts, images, fragments of documents, various information, glossaries, and activities to carry out and even evaluation models according to the contents of each unit. Textbooks tend to be very changeable from one year to the next and this means that teachers and students have to update their materials permanently, especially when there are changes in content and programs.

2.4.1.4 COMPLEMENTARY MATERIAL

Definition of complementary material

According to Martinez (2001), the complementary material is a resource that is used at the teachers' disposal and whose purpose is to contribute to the realization of activities in the centers. This material, in addition to the educational proposals, provides documentation on topics adapted to reality and which are very useful for the training of the teachers themselves. Within this material are those that are specifically prepared by the Educational System, as well as others of a more general and informative nature that may be of interest to teachers. The format of all these resources is varied, carrying out guides, didactic units, field notebooks, among others.

The complementary material is the way or resource that serves as a complement to the execution of a certain activity, said material may contain reinforcements of vocabulary or presentation of contents for a correct advance in the knowledge of a language.

Origin of complementary materials

The history of the complementary material is almost as millenary as the teaching itself. The work *Orbis Sensualium Pictus* by John Comenius, elaborated in the seventeenth century, is often referred as the first material, which is in itself complementary, since it is based on the creation of the first text or manual created with the intention of facilitating the transmission of knowledge, linking the written text with pictorial representations. This book supposed, in front of the books written exclusively in Latin, a qualitative leap in generating comprehensible materials for a diverse and wide public (Maviglia, 2016).

The presence, input and generalization of printed texts and other teaching materials in teaching was a gradual and slow process, developed over several centuries, approximately from the sixteenth century to the nineteenth century. However, the complementary material does not reach its fullness or at least its identity, until the appearance of school systems in the mid-nineteenth century. In the midst of the industrial revolution, thereafter especially throughout the twentieth century printed complementary material became the backbone of a large part of the teaching and learning process in any of the levels and modalities of education (Cowell, 1993).

From pre-school education to university education; in non-formal education, in distance education, in short, in any training activity there is usually a printed reference material for students and teachers. Sometimes they adopt the format of a set of activity cards (as in the aforementioned childhood education); others as a practical guide (as in a text teaching practical skills such as for learning to type or to use a certain software); other times the format of a manual (as in university teaching); other times as self-learning material (as in the case of distance education), or as textbooks (own material of primary and secondary education) (Marques, 2001).

One of the great challenges that the teacher has to face is to test personal creativity, take on the role of discoverer and researcher of the potential richness that the environment puts at our disposal, develop a critical judgment of the teaching action and mainly strengthen the values of personal commitment, making use of the appropriate technology that is understood as one that achieves those solutions that are conducive to the environment and with low-cost resources (T-TEL Professional Development Programme, 2016).

Importance of complementary material

Juaristi (2006) declares that the complementary material is fundamental in the impulse of the learning of the languages, because it allows the student to realize the real use of the structures that he is learning, give him greater autonomy and inventiveness when he faces difficulties, make him know new ones and develop his linguistic conscience. On the other hand, as the student develops the command of the target language, it is expected that these materials will progressively lose their complementary character to become the main source of their learning together with the interaction with other speakers when their training is completed.

The importance of the complementary material is that the learning develops positively and is relevant for the student; the complementary material has three key aspects of notability: the first must deal with interesting topics for the student. The second deals with reality outside the classroom, the third deals with something useful for the future.

Types of complementary material

According to Tomlison (2011), complementary material is anything which is used by teachers or learners to facilitate the learning of a language. They could be cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages,

photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussion between learners”.

Cunningsworth (as cited in Bocanegra-Valle, 2010) states that there is a huge variety of complementary learning materials which can be divided into visual material, audiovisual material and audio material:

a) The visual materials can be flashcards, used to enhance student memory, maps which serves to describe where is located some place and provide students understanding of spatial relations, presentation software that are slides made on a computer, photos or posters books, among others.

b) Audio material are conformed by songs, to improve the vocabulary, dialogues, to enhance their conversation skills, radio, record players, tape recorders and others.

c) Audiovisual material such as television, films, videos. It allows the learners to see a situation as well as listen to the vocabulary. It is important to point out that complementary materials do not need to be limited to visual, audio or audiovisual materials; they can also include computer programs (software), podcasts, websites, known as e-learning materials and games.

For the organization of teaching and activities with complementary materials the most appropriate methodological procedure to follow is described below:

- Before the use of complementary materials, educators must carry out activities focused on detecting previous learning and integrating the activities that will be carried out with the contents of the project or theme unit that is developed at that time. This will allow integrating the activities to the other components of the teaching-educational process and contextualize them to make learning more meaningful.

- Slogans and commitments are established with the students, regarding the care of the material and its ordering once each activity is completed.
- Educators must model, how the activity is done. Before performing the demonstration, all students will be attentive and seated, so that they can observe the demonstration without any obstacle. The movements of these should be paused and the clear language in a tone of voice neither too high nor too low.
- After the demonstration is over, the question is asked: Does anyone in the group want to do this demonstration again? Some of the students repeat it and the educator or teacher checks to what extent the skill was acquired.
- Finally, a dialogue is established on the creations prepared by the students, the difficulties they presented and the possibilities offered by the material. This will make it possible to evaluate processes that motivate self-evaluation, create a climate of trust and amend difficulties, that benefit the verbal expression and the emotional development of students (Gomez, 2010).

Diversity of complementary material

According to the studies, the complementary material facilitates the evaluation and planning of teaching. It also makes it easier to organize studies for students and teachers. It encourages discipline and gives feelings of meaning and security. In addition, it is seen as a guarantor of knowledge. Several think that if they use a certain material the different elements necessary in the teaching are included and, consequently, the students will reach the goals.

Unlike textbooks that are usually adapted, teachers consider fiction literature to be more interesting. Some teachers consider that Music is a material that together with

the lyrics, is an element that can be used to create several stimulating and interesting activities. In spite of everything, a great advantage of literature is that students can choose texts based on their interests and ability and offers good possibilities to improve language learning. According to a research conducted by Skolöverstyrelsen (1980), it is common to use materials that are linked to students' own experiences. Teaching, in those cases, usually part of the interests and experiences of students. This, according to the teachers, contributes to the learning process by increasing motivation.

From another perspective, Berwald (as cited in Aromdee, 2012) emphasizes the importance in teaching of authentic media, as well as of the advantages with respect to radio, television, mass media and general newspapers. Newspapers, for example, contain different parts, such as reviews, articles, advertisements and comic strips. Students can know certain topics and work with them in various ways. A great advantage that is achieved with this type of media, is that students are exposed to a completely updated language, which covers various topics, and, therefore, there are opportunities to read and listen on topics of personal interest. In addition, the current and authentic language offers possibilities to know the culture of the language studied and to know a plurality that is not always evident in textbooks. According to Berwald, authentic media give proof of the great value of linguistic knowledge. Therefore, the possibility of working and the cultural dimension with topics of interest increase the interest in the language and culture of the language.

The Internet is a medium that can be used in thousands of ways. The authors Warschauer & Meskill (2000) and Singhal (1997) specify that one of the advantages obtained with the Internet is the possibility of communication that it offers. It is especially useful when it comes to language teaching since students do not have many possibilities to use the language in an authentic way. Singhal (1997) explains that it is essential to learn a language within a cultural context, the Internet, like other media mentioned, offers numerous possibilities. For example, students can obtain information about countries where the English language is spoken, and

thanks to the amount of current information, there are opportunities to participate in their culture.

An investigation carried out by Skolöverstyrelsen (1980) shows that students generally use the Internet to work with different projects and search for information. But according to teachers, this can be dangerous, since students usually do it mechanically, copying only the texts they find. Also, the professors affirm that the students need a lot of time to look for information in the network, because they do not know how to do it correctly. According to Warschauer & Meskill (2000), the success of the use of the Internet and computers in teaching is associated with the ability of the teacher to carry out activities. Computers should be used to stimulate imagination, creativity, expression and vocabulary, which are important factors in the learning process. Singhal (1997) also points this out, and stresses that the Internet is a platform where students can experience an improvement in their abilities.

As far as the Internet is concerned, one of the main ideas of Warschauer & Meskill, (2000) should be mentioned. According to these authors, because the conditions of society are changing, the use of new technologies and the internet in teaching is important in order to prepare students for the future. To be successful in professional and academic life, as well as in personal life, the ability to communicate in an international environment is increasingly important. Because communication increasingly takes place in front of the computer screen, it is necessary to prepare students with the appropriate tools to be successful in their cultural, social and linguistic development.

Complementary materials for adolescents

In order to simplify a little more the object of study, it will only refer to those materials that are recent appearance with a maximum of ten years old, that are aimed at adolescents either expressly or implicitly and that comply with a

recreational function, although the last two conditions pose problems such as recreational materials whose purpose would be to entertain. Non-recreational materials also, that above all would be used for training purposes such as manuals, tests, among others; and information such as the press, news bulletins or official regulations, among others (Juriasti, 2006).

Complementary materials for adolescents are difficult to determine, since these must be according to the age of each adolescent. However, there are numerous materials that, despite being directed to another audience, may be very suitable for adolescents, and others that, despite being expressly addressed to them, are not so much.

The complementary material in English teaching

Martinez (2015) affirms that the teaching and learning of a foreign language has always been linked to the use of materials, because it is proven that it allows you to approach the language you are studying, as well as your culture. Now, learning a foreign language is not the exclusive responsibility of a teacher, it is necessary to provide environments for the learner to be motivated to use it. A language is learned by using it, the concept of language use is inseparable from the concept of language presented in texts. From this perspective, the role of complementary materials in the contexts of language and culture learning is unquestionable.

Relevance of complementary material

In the literature found on the subject of research it is observed that one of the most important factors for the learning of vocabulary is that the complementary material is relevant for students. There must be three fundamental aspects such as:

(1) The material must address interesting topics for the student.

Törnberg (2006) states that students understand and interpret new information based on their experience and previous knowledge. For this reason, it is not possible to understand or memorize what does not seem to make sense. The meaning that the student offers to the new information depends on each one, and the way of memorizing and learning is then highly personal. For this reason, it is important that the teacher knows the reality of the situation of each student.

Dörnyei (2001) indicates that it benefits the student's progress and learning. When something is considered interesting, it helps to increase dedication, and it is important that the activities and contents of education are interesting for students. The interest in the topics discussed in class influences the results of students and increases motivation. Another problem is that the interests that students have outside the classroom with age, are more important, because of the practical possibilities, the plans of studies in schools, it is not always possible that they are interested in the interests of students.

Regarding the role of complementary material in teaching, Skolverket (2006) emphasizes that at the moment of defining a good teaching material; the teachers stress the importance of the material generating the interest of the students and is considered the most important factor. Teaching, according to teachers, frequently starts from the students' experiences and interests, something that facilitates the learning process through increased motivation.

Finally, other authors have been interested in knowing better the strategies and thoughts of the students about their learning of foreign languages. This knowledge makes it more complex to analyze the needs of each student. Regarding the complementary material, the results show that the students consider that the content of the material is important, and they say that they learn more when a text is fun.

(2) It must deal with reality outside the classroom.

Lundahl (2009) and Tornberg (2006) emphasize the importance that the contents and activities of teaching must have a relationship with reality outside the classroom, and that students perceive this connection. What they learn has to make sense. Many students prefer to work with current events within the teaching.

Edlert and Bergseth (2003) have different attitudes towards knowledge of foreign languages and their teaching. Their results show that students stake the importance of motivation in relation to language studies. They consider it is important to be motivated and offer examples of the aspects that influence their motivation. They think that learning English would be more fun if they "lived" more in an environment where they had to use it. They consider that they would learn a lot in their free time, through Internet and television. For students there is a large distance between their world and the world where the English language is spoken, and it is something that affects their motivation. Therefore, it is necessary to reduce this distance, since it has a negative influence on the motivation of the students.

(3) It should deal with useful topics for the future.

Chambers (1999) has analyzed the motivation of German students in the United Kingdom, and has discovered that students exemplify why they learn:

1. Because the subject is useful.
2. Because it is nice.

However, learning cannot always be fun or enjoyable, but it is something that they tolerate if what they learn is considered useful.

In the Skolverket report (2000) where the Swedish school teaching is evaluated, the results show that, within the English teaching, there is a positive correlation between the interest in learning and the fact that it is considered a useful subject for the future. There is no equivalent report on the teaching of Spanish or other modern

languages, but it can be assumed that it is information that can also be applied to the teaching of other languages.

The most motivated students usually associate more with the work world. There are others who are not sure that they will use the language in their professional life, they recognize that it is good to know different languages. Many of them wish to work abroad in the future, and it has been found that it is common to think about how knowledge in Spanish will be useful for the future. Regarding the current and future needs of the languages, the students emphasize that there are individual varieties, and that not all have the same reasons to study.

Students generally associate language skills with trips abroad. They are reflected using Spanish in real future situations. There are students who express an interest in the culture of the English language society, so they think that a broad knowledge of a language helps them access and communicate with cultures in which English is spoken.

Practice for the future, of different knowledge, varies a lot. The teacher usually does not know the objectives of his students, which is a problem but, given that the personal objectives are the main source of energy of momentum, it is essential that the teacher is aware of their main objectives and that they take them into account the time to do the teaching.

Problems of complementary materials

One of the main problems that arise from the acquisition of complementary materials is the preference for the didactic materials, something logical if we take into account the precarious situation in which many teachers are abroad (Juriasti, 2006).

The problems of complementary materials arise when one lacks adequate textbooks, manuals or dictionaries. Instead, it is no less true that sometimes a dynamic is generated by which all teaching materials, regardless of their quality or adequacy to our needs, has priority over complementary materials. Given that situation some libraries are filled with useless materials.

2.4.2 The theoretical basis of the dependent variable

2.4.2.1 COMMUNICATION

Definition of communication

Communication can be defined as the exchange of information between several people. It can be done verbally and it is evidenced when two people speak. It can also be non-verbal, reflected in the expression of a person's face that probably lets another person know that they are angry. The communication can be negative, positive, effective or ineffective (Bambaeroo & Shokrpour, 2017).

In other words, communication is the interaction of people who enter it as subjects. It is not the influence of one subject in another, but the interaction, and so that this is done you need at least two people, each one of them which acts as the subject of the communication.

Carnicero (2005) states that, in terms of all human interaction, communication is an element of basic character. It can occur between an individual with a group, individuals, or different subgroups of people. These elements are substantial for the life of organized human groups and, therefore, for the life of the institutions.

That is, communication is the way human beings have to exchange information between two or more people in order to achieve positive interpersonal relationships.

However, communication is very difficult to be made in a positive way especially between parents and children that they are not used to doing this activity.

Importance of communication

According to Soria (2004), communication is of great importance to people because the interaction between human beings is of vital importance. This interaction can be understood as the process of sharing and analyzing an idea. The communication is transmitted not only through what is said, but also the way of expressing it in writing or verbally.

In summary, all people share the need to interact with other human beings. Communication is essential to maintain good relationships in all areas of our lives, particularly in the family, work and with people closest to us.

2.4.2.2 LANGUAGE

Language definition

There are several definitions from remote times to describe the term language. These definitions project the beliefs and individual visions of their proponents. The interpretations that are made of the term language they are linked to the particular interests of each proponent of the definition.

The LNS School Dictionary (2016) defines language as “the language of a community of speakers” (p. 625). That is, the language is historically known as the native language or language expressed by the citizens of a population or nation, since antiquity is considered a private property of each people, and thus becomes something particular from each community.

Chomsky (as cited in Shahhoseiny, 2013) explains that language as a finite or infinite set of sentences, where each one of them is constructed from a finite set of elements. This definition specifies the structural characteristics of the language without detailing its functions and the ability to generate action, which it has for a receiver or issuer.

Language is a system of codes (signs and symbols). Your help allows you to designate the objects of the external world, their qualities, actions and relationships between them. This definition is interesting because of the importance it gives to codes for the delineation of objects, concrete or abstract. These in great measure help to visualize the world considering the sociocultural precepts (Daramola, 2006).

According to Kemmer (2006), language is not instinctive, to communicate ideas, desires and emotions through a system of freely produced symbols; but it is an exclusively human method. From this definition, it is revealed that language, as a means of human communication, in front of the animal communication media is an exclusively human phenomenon, uses the voice as a vehicle of transmission, uses a system of signs and is articulated from certain minimum units.

Evidently, there are a lot of definitions referring to the term language. Each of them has its own peculiarities. However, despite their differences, these definitions of language have certain similarities. One of them, it turns out to be perhaps the most important, is that, in one way or another, all the definitions describe that the language can be interpreted as a system composed of linguistic signs; the use and acquisition of language by each individual, helps them to relate and act on the social environment. Finally, it can be said that it promotes concrete forms of behavior that define the type of behavior of the individual.

Language promotes some skills that a person must learn to achieve integrated language skills. If people want to learn English, they manage four skills. They are receptive skills, listening (understanding the spoken language) and reading

(understanding the written language), and productive skills (speaking and writing) and the more vocabulary possessed, the more easily they will develop the four language skills (Ivancic & Mandic, 2014).

Etymology of language

According to the LNS School Dictionary (2016), it is derived from Latin, which means "language" and is derived from the Greek "language" meaning "private property". The Greek term comes from the word "idios" which means "particular, private, personal". The etymology of the word must represent the exclusive character of its language and each community. Grammar defines the existence of language families, which means that there are some original languages that are derived from different languages, and during the historical process, culminating with the conception of language as something unique, specific and specific to a community and understood as different languages with a similar origin.

The term language alternates with that of language, referring to living languages, that is, modern national languages. All this is derived from the fact that the etymology of the word comes from the Latin "Language" that at the same time arises from the Greek language of "Idios" whose meaning is (especially own or private).

The human being since its inception has been able to communicate and carry out certain actions, understanding the language as. However, in a context or situation determined, man developed a way of conceiving and knowing the world through language, becoming an inseparable part of him, also granting validity to your way of expressing yourself. Assuming there is only communication when the listener and the speaker share criteria.

Vygotsky and the sociocultural theory of language

The theory of the language of Vygotsky proposes that starting from the communication, the meaning of each word is a concept or generalization. If generalizations and concepts are undeniably acts of thought, meaning can be considered as a phenomenon independent of thought (Vygotsky, 1987).

The relationship between thought and speech is not a fact, but a process. It is the continuity of thought to the word and of the word to thought. In this process, the word undergoes changes, which are considered as development in a functional sense.

2.4.2.3 LANGUAGE DEVELOPMENT

Language communication

According to Puyuelo & Rondal (2005), the language is a system of signs that is retained in the memory as it is being learned. It is a code that every speaker uses and knows whenever he needs it. This code is very important for the stable development of communication between people. Speakers of a language will be able to communicate with each other if they know that code.

The term language refers to the entire system of signs that can be used as a means of communication. The communicational concept, whose root is in the common future, implies an interpersonal convention.

Language development definition

Puyuelo & Rondal (2005) state that while the mother tongue is acquired, the language is developed. They also go through a cognitive process in which they learn

to communicate verbally, making use of natural language. This is possible through the social environment and goes on during childhood and until adolescence.

The development of the language begins from the first moment of life when the person listens, speaks and observes how others communicate. From those first moments the person learns ways to express themselves and understand others. Language is the ability to exchange more complex and abstract information through a code of signs, which both partners know so that communication is effective.

Stages of language development

Molina (2009) expresses that the development of the language that differentiates the types of stages that are: **Prelinguistic period.** - This period would go from birth to 18-24 months, in which most authors consider that the step is taken towards language as we know it. In this period of two years the physical growth, which follows a certain maturational calendar, is spectacular. **Linguistic period.** - In this stage that goes from 2 to 5-7 years the child acquires language in his entirety. At a physical level, development slows down. The child is acquiring an increasing number of fine motor skills, there is greater contact and adaptation with their immediate surroundings. On a cognitive level, the child is situated, according to Piaget, in the preoperational stage. This period is characterized by the progressive access to representative intelligence; each object will be represented by a mental image that will replace it in its absence. In this stage the language, the drawing, the symbolic game will be developed.

The stages of language development occur in the first years of life. When the brain is in the process of development and maturation, is the most intensive period in the acquisition of speech and language skills. These skills are best developed when the child is consistently exposed to a world full of images, sounds and the speech and language of others.

Language according to the intercultural perspective

According to Meyin (1981), language is the common means of communication of the people and; for this reason; it is an external symbol of their national and cultural integrity historically developed.

Critical psychology and the historical-cultural school have emphasized this essential aspect of language. Through its method of historical approach and relying on the Marxist concept of the process of man's autogenesis through social work, it was possible to provide a content to the dialectical relationship between consciousness, activity and language, and with these, to define language as effective practical awareness.

Meyin (1981) describes three properties of language, formulated by the historical school cultural and relying on it, critical psychology:

- The characteristic of language, to refer to human life activity, which owes its existence. Only by systematically arriving at language, by deriving its meaning from the social-historical reality and the conditions of the world, can affirmations be made about the conditions and results of the interaction of language in reality, as well as the qualities of the linguistic symbolizations.
- The function of language is focused on capturing social experiences in a universal and conceptual way and making them communicable, in order to conserve them historically.
- Language, as a conceptual carrier of social experiences, guides the way in which new social experiences are created. On the other hand, as a carrier of historically distant experiences, they introduce them into new experiences. This means that new experiences are formed through the concept. In this sense, language looks to the past, and as a carrier of social knowledge, it is

considered as an essential factor in the anticipation of future vital activities and their realization.

The language serves as a means of communication, as well as a means of knowledge and thought, and therefore plays an active role in the process of structuring human consciousness. To represent the identification process, reference must be made to linguistic or material action, in which an individual is defined with respect to society, as well as language. This is not only a means of communication in which the formation of identity takes place, but at the same time means that forms the identity (Meyin, 1981).

The communicative systems used by some cultures are manifested by linguistic and extra-linguistic means (kinesics, paralanguage, proxemics, chronology, etc.). The transmission of culture through these means provides people with symbols, values, myths and information about society.

The studies of the language through the analysis of the intercultural communication, have allowed obtaining several perspectives of interesting thought. According to Herding (2012), intercultural communication turns out to be a fairly recent field. This has allowed it to have gone through the usual vicissitudes, which have led to its consolidation. In many fields of the social sciences there are problems of ontological, epistemological and methodological order. However, in the case of intercultural communication, these are accentuated by the characteristics of the object of study.

Gudykunst (2003) establishes four different areas of study, with the aim of establishing the various study opportunities that exist in intercultural communication:

- Intercultural communication is nothing more than communication between members of different subsystems or interpersonal communication between

peoples with different socio-cultural systems, such as ethnic groups within the same leisure-cultural system. This type of study seeks communicative competence, communicative, intercultural effectiveness.

- Transcultural communication, determined as the comparison between interpersonal communication forms of different cultures. In this case, it is a matter of comparing differences between each culture's own forms of communication.
- International communication, refers to the studies of international relations, with regard to the communication of the mass media. Looking at it from the perspective of the economic policy of the media, the international order of communication and information would be treated.
- The communication focuses on the differentiated treatment of the information of the same event, in different countries' media, such as the effects of the same type of program in each country.

Socio-cultural linguistic diversity, which exists in heterogeneous populations, such as Latin American ones, would help to create a process of cross-cultural communication during an exchange of information. This would contribute to dissimilar interpretations in the adjudication of meanings of a message by the receivers.

Barker (2015) states that communication through transcultural language transcends language differences because it is about differences in traditions, values, visions and customs of the world. To diminish the shortcomings that exist in transcultural communication, it is necessary to understand the frames of perceptual references of people. The way in which other ethnic groups perceive the world must be understood, as this will help produce better results in the decoding of messages. Some studies have shown that the thematic strategy of the message should be taken

into consideration by tactically organizing what is meant in different ways for populations with diverse and active cultures.

Language is not only important for exchanging information and allows adjusting cultural perceptions and attitudes. This means, that Ethnic distinctions remain present after the mother tongue has been lost and is equally clear as a vital link to the cultural past. The complete transmission of language between third and second generations marks a definitive state in the assimilation of processes. In order to communicate effectively, it is important to respect and understand the different cultural orientations that commonly influence the acts and thoughts of each person (Kreps & Kunimoto, 1994).

2.4.2.4 VOCABULARY DEVELOPMENT

Vocabulary definition

According to Mena (2012), the vocabulary is made up of the set of words that are part of a specific language. To acquire vocabulary in English, two important factors stand out: receptive vocabulary and productive vocabulary.

Vocabulary is the set of words in a language, in English the vocabulary can be receptive and productive. The vocabulary is known by people who share a common language.

Definition of development of vocabulary

Loraine (2009) affirms that "the development of English language vocabulary is the learning of a set of words that is spoken or used by a person or group of people." That is, "when teachers and speech and language pathologists talk about vocabulary, they refer to the group of words that the person knows.

Hatch and Brown (as cited in Pan & Xu, 2011) refer to five “essential steps” in vocabulary learning:

1. Having sources for encountering new words.
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.
4. Making strong memory connection between the forms and meanings of the words.
5. Using the words.

Vocabulary learning strategies (EAV)

EAV is an essential factor to be taken into account in the acquisition of a second language. Dissimilar researchers have tried to explain the scope of this topic in the process of teaching a second language. For example: (Oxford, 2000) notes that analytical strategies are directly related to continuous learning, while strategies that have to do with natural practice, allow the acquisition of language skills and prediction strategies and memory are useful for learning and acquisition.

Similarly, Schmitt (1997) maintains that in English learning, vocabulary teaching strategies have a preponderant role. Schmitt developed an inventory of vocabulary learning strategies that is divided into two groups. The first one determines the meaning of the new words when the student finds the words for the first time. The second group consolidates the meaning when the students find the words again. The first group contains the determinant and social strategies and the second includes the cognitive, memory, metacognitive and social strategies.

As a consequence, it is recognized that a greater knowledge of vocabulary learning strategies could be useful when planning lessons more effectively and to guide teachers in adopting strategies that produce successful results. The social, cognitive and determinant strategies of Schmitt are shown in the graph:

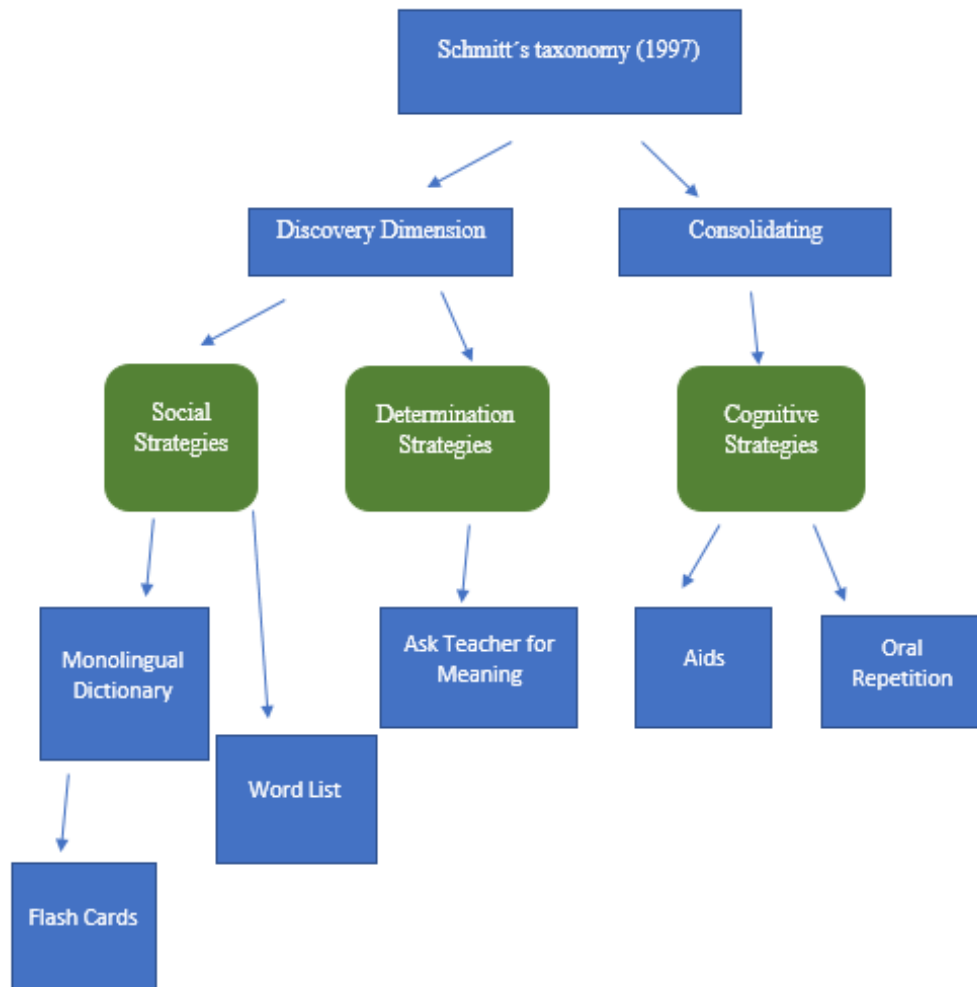


Figure 3 The social, cognitive and determinant strategies
Source (Schmitt, 1997)

Importance of vocabulary development

According to Loraine (2009), vocabulary forms the basis of language learning. Educational analyzes define that vocabulary is related to intelligence, reading comprehension and general ability. In the learning process of reading through

which children pass, they must learn to decipher (pronounce) printed words, but they must also have a base of vocabulary (knowledge of words) so they can understand what they deciphered.

The vocabulary development is of great importance for the learning of the language, on the other hand, and the vocabulary is linked with the reading comprehension.

Vocabulary development strategies

Han (2014) expresses that vocabulary development strategies are repetition strategies, which related to the action of saying aloud, repeating or describing the same word until it is memorized and does not imply any degree of elaboration on the part of the student. Also, sensory strategies, where vocabulary will be better retained if it is processed through different sensory channels and involves the relationship of the vocabulary with a concrete physical action and the handling of concrete materials, to improve memorization. Semantic strategies describe the semantic processing of the new vocabulary; in its analysis and recognition of the "natural" associations it has with the rest of the lexicon, and in the strengthening of these relationships to improve memorization. As an example, it is mentioned: Analysis of the structure and form of the word (syllables, root, among others). Finally, the Mnemonic strategy is described, which consist of the establishment of "artificial" relationships, created associations that is to say that the student is made to carry out an analysis of the word; creating images or "scenarios" that contribute to improve memory.

The vocabulary development strategies are four, the first one is related to the continuous repetition of a certain word, but mainly with the memorization of it. The second is based on the use of concrete materials to perfect memorization. The third is about the semantic processing of the new vocabulary and the fourth is based on the analysis of a word that the student makes for the improvement of his memory.

Types of vocabulary

Montgomery (2007) states that there are four types of vocabulary:

1. Listening vocabulary
2. Speaking vocabulary
3. Reading vocabulary
4. Writing vocabulary

Listening and speaking constitute spoken vocabulary and reading and writing constitute written vocabulary. Each type has a different purpose and vocabulary development in one type facilitates growth in another. It is important to mention that this study was focused on reading vocabulary and writing vocabulary.

Listening vocabulary: the words we hear and understand. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

Speaking vocabulary: the words we use when we speak. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions, tone of voice. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading vocabulary: the words we understand when we read text. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

Writing vocabulary: the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Word recognition in reading vocabulary

According to Literacy Information and Communication System (LINCS), word recognition is "the ability of a reader to recognize written words correctly and virtually effortlessly". It is sometimes referred to as "isolated word recognition" because it involves a reader's ability to recognize words individually from a list without needing similar words for contextual help. LINCS affirms that "rapid and effortless word recognition is the main component of fluent reading" and explains that these skills can be improved by "practicing with flashcards, lists, and word grids". Learners who have difficulty with word recognition often misread words by substituting a similar-looking known word for the target word (Kruidenier, 2002).

Reading comprehension in reading vocabulary

According to Cain, Lemon and Oakhill's (2004) study, lexical learning might be responsible for the vocabulary deficits that characterize some poor comprehenders, including those poor comprehenders with lower levels of existing vocabulary knowledge who failed to benefit from direct instruction strategies. They investigated poor comprehenders' ability to learn the meaning of new words via direct instruction. Their study provides evidence that poor comprehenders are less able to infer the meaning of new words from text. This is an important finding, and a worrying one with respect to the longer-term outcome for poor comprehenders. It suggests that their vocabulary will decline with age, relative to controls, as they fail to acquire the meanings of new words from their encounters with text. This finding

suggests that some children with poor reading comprehension may have additional difficulty establishing new lexical representations – an issue to which we now turn.

Inferring meaning from context in reading vocabulary

A single encounter with a new word in text can be enough to allow its meaning to be inferred and learned. Semantic clues may be definitions, synonyms, antonyms, examples, contrast, or logic. Although multiple encounters in different contexts are likely to be needed, if readers are to develop a full appreciation of the range of nuances in meaning a word may have (Nagy & Scott, 2000).

Spelling in writing vocabulary

According to Literacy Information and Communication System(LINCS), spelling is the combination of alphabetic letters to form a written word. It is a linguistic process of correct writing with the necessary letters and diacritics present in a comprehensible, usually standardized order. While a part of a language's orthography, not all languages have purely phonemic alphabets. Standardized spelling is a prescriptive element.

Spelling words = Encoding = transposing speech into writing

Reading words = Decoding = transposing writing into speech

Good readers are able to spell at levels close to their word reading ability. This is not surprising because both abilities require the same skills: Phonemic Awareness, Word Analysis, and visual memory (Kruidenier, 2002).

Word parts in writing vocabulary

According to the Survey of English Usage of the University College London (2012), morphology is the study of words and their parts. Morphemes, like prefixes,

suffixes and base words, are defined as the smallest meaningful units of meaning. They are important for phonics in both reading and spelling, as well as in vocabulary and comprehension. Morphological analysis can be used to determine meaning through prefixes, suffixes, and roots of words.

It is very useful to have a strong awareness of prefixes, suffixes and base words for vocabulary development. For instance, “help” is the root word for other words in its word family such as “helpful” and “helpless”, and also for its inflections such as “helping”. Compound words (e.g. help-desk) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in. In “played” the root word is “play”, in “unfair” the root word is “fair” and in “football” “the root words are “foot” and “ball”.

Grammatical function in writing vocabulary

Syntax learning is mainly about how to categorize words into grammatical categories (e.g. noun, adjective, verb, etc.) which are basic building blocks of grammar, and then how to acquire the hierarchical and context sensitive structures that are represented by those syntactic categories. Although acquisition of the vocabulary and acquisition of the grammar seem to be totally different issues, these two learning processes are closely related due to universal correspondences between syntax and semantics (Yu, 2006).

Steps to learn vocabulary

According to Díaz (2014), the steps required to learn the vocabulary are pair of encounters to deduce the meaning, learn the visual (spelling) and oral (the correct pronunciation and intonation) of the word, so that one remembers a word for a long time and can also use it, have to involve the knowledge want to teach in tasks and reasonable exercises (use of realia) and repetition. The steps to learn the vocabulary

are innumerable. Undoubtedly each of them contributes significantly in the learning of the vocabulary of the students, it is necessary to have a couple of meetings to deduce the meaning of something. Some students can memorize considerable amounts of information. This depends more than anything else, the student and the brain, or how much is stimulated to boost their ability to memorize.

Some of the tricks used to memorize are: reasoning by images. It allows creating mental illustrations, through which the student will try to associate the information with a similar image. This method is very effective to memorize difficult words. On the other hand, you can create links between the words. When learning new words, it is important to link them by categories, such as travel, food, health, etc. Dividing the words also turns out to be very effective. It consists of dividing the structure of a word or a phrase to memorize it better. Imagine in the situation in which the words are going to be used, it is essential to learn the vocabulary or phrases made knowing that they will be useful and that they will really be used; otherwise, they will be forgotten quickly.

How to Encourage Vocabulary Development

Mena (2012) considers that to promote the development of vocabulary, it is important that people integrate the many reading materials. As well as reading textbooks, which advance your general knowledge. There is a wide variety of games and books, designed to develop the vocabulary.

The development of the vocabulary requires an adequate animation so that it is better and allows people to acquire a new language, to promote the development of vocabulary it is essential that people say books that enrich their language. In this case, the teacher plays a crucial role in the student's motivation. From this motivation start the students' wishes to learn. The teacher must be able to insert activities in the classroom, impart the contents in a dynamic way, and also encourage the exchange between each of the students. Another aspect to take into

account are the tasks. They must be focused on attractive topics and their presentation must also be striking and different.

Acquisition of vocabulary in a foreign language

Diaz (2014) emphasizes that "the acquisition of vocabulary in a foreign language (means that retention and access to words) will be better if during learning.". That is, it is important to provide the student with information that appeals to several of his senses and, in addition, not only to his cognitive abilities but also to his emotional capacity, since it has been shown that emotions are a potent activator of memory.

Stages of vocabulary development

English students arrive in the classroom with diverse educational experiences that influence the development of language. Although teachers note that all students do not have the same level, there are clearly marked stages. Some researchers have identified the following stages in the acquisition of a second language:

Preproduction, it is also called period of silence, when the student begins to learn the second language, but is not yet able to produce. In this stage the student is prepared, in order to have a solid base for the following stages. Most of the students have no problems at this stage, since they have received English classes at some stage of their lives. Beginners are the ones who find more difficulties at this level (Basic level) (Sanchez, 2012).

Early production, the student tries to express himself with short sentences, but his attention is still focused on absorbing and listening to the new language. At this stage, many errors occur, since they are still adapting to English structures. The student must put more effort because there are many cases, in which, for lack of

practice, students tend to drag basic errors and then it becomes difficult to correct them at advanced levels (Elementary level or also called advanced basic).

Emerging speech, the phrases and the words are longer. However, the student continues to depend on context clues and family issues to a large extent. Vocabulary is increased and errors are minor, with the most frequent communicative interactions (Pre-intermediate) (Sanchez, 2012).

Beginner level fluency starts producing in situations or social events. The student begins to express himself more and more, although he falls into failures due to lack of fluid vocabulary. Many, unfortunately, stagnate at this level for lack of interest in interpreting and expanding their knowledge. Students must leave books and begin to live English by exploring new communication contexts (Preintermediate to Intermediate) (Sanchez, 2012).

Intermediate level fluency: In the second language communication becomes fluid, almost always in situations of social language. In more technical areas or in new situations, the student begins to produce and failures due to lack of vocabulary are decreasing. There are few logical and structural errors and begins to show spontaneity and stops being so mechanized (Upper intermediate to Advanced).

Advanced fluency, the student manages to communicate fluently in each of the contexts. Their conversations become fluent and increase the use of phrases, verbs and phrases typically used by native English speakers. They are able to demonstrate spontaneity, creativity, give opinions, speak naturally and do analysis without thinking about what they are going to say and they feel comfortable doing so (Advanced higher than Proficiency Level).

It is crucial to bear in mind that not all students' experiences fit perfectly into these categories. The educational experiences that precede the teaching of the mother tongue can have a great impact on the processes of acquisition of the second

language in students. If a student, however, does what he must do, it will take six to eight years to achieve advanced fluency (Sanchez, 2012).

Hypothesis about the acquisition of vocabulary

When the vocabulary begins to be considered as a linguistic component more or less fundamental to learn a language, begin to propose various theories and hypotheses based on psychological and linguistic foundations, much better defined than those that had been tried to formulate so far.

Clark (1993) analyzed and proposed five fundamental principles to explain the lexical progress of children. Using evidence from different languages is one of the strengths of his method and makes his defense of pragmatic principles really convincing. The principles proposed by Clark are: contrast, conventionality, transparency, productivity and simplicity.

- It is understood, by conventionality, a word that consistently corresponds to a particular meaning. The principle of contrast, meanwhile, states that a difference in form imposes a difference of meaning. This explains why the child links each word to a different meaning.
- The principle of transparency corroborates that a child must learn more easily a word whose meaning is transparent.
- Transparency and simplicity are sisters. Thus, these first characteristics referred to above do not present changes in their constituent elements and form, they are clearly shown to the apprentice, who will be able to deduce easily.
- The productivity principle is closely related to the existence of affixes for the formation of words. English, as it is known, is rich in this kind of morphemes. The suffix -er, for example, is quite frequent in words like composer or publisher.

It should be borne in mind, that Clark's book covers the learning of mother tongue words. Therefore, if these principles are to be applied to the learning of second languages, as is the case of this research, one should try to find out, the extent to which these maxims can be transferred to the learning systems that English learners habitually use as a second language.

It is considered that the fact that the child is able to link a form consistently to a meaning, is perfectly transferable to the learner of second languages, especially in the early stages of their learning. For this reason, the need arises to present the vocabulary cyclically, so that the student is allowed to discover, gradually, the variations and shades of meaning that a specific word may present.

Throughout this process, the student will also receive antonyms, synonyms, paronyms and several lexical units, with the aim that this can make a difference in the form to make a difference in meaning; gradually to his vision of the lexical system of the English language. It is also important to analyze that Baccalaureate students are already aware of the existence of this type of lexical relations, since this is not an exclusive phenomenon of English and they have already discovered, consequently, that this principle is not to be understood in a strict way. Although two lexical units can be almost synonymous, there will always be a difference that can distinguish them. It is inferred that the contrast principle represents a way of expressing all the variety of nuances the vocabulary of a language has as well as the linguistic economy principle which states that two equal exact terms cannot survive in a specific language since in the future one of them would disappear or there would be a semantic difference between them (Almela & Sanchez, 2007).

Vocabulary instruction

Having assumed that vocabulary is an important linguistic component, while trying to learn a language and have reviewed some basic ideas about its acquisition. The next step will be to try to understand if the lexicon of a language is acquired

accidentally or subconsciously or if, conversely, teachers have the obligation to teach vocabulary to students in a more or less systematic way.

In the history of Applied Linguistics there have been two definite positions, referring to the question related to the teaching of vocabulary. Some like Krashen (2003) consider that language and its vocabulary is acquired unconsciously. This author proposed a hypothesis called Acquisition-Learning. It explains two ways to benefit from the vocabulary. According to this hypothesis, there are two independent ways of developing linguistic ability: Acquisition, which is the subconscious process, essentially identical to the process that children use to learn their mother tongue.

There is also the Learning, which is a conscious process allows to give rise to a knowledge about the language. Krashen also states that there is no possibility that learned knowledge becomes acquired or vice versa.

The instruction of the language and the vocabulary, would only take to the student, according to this theory; to know more about the target language, however, I could not automate it. The acquisition of the vocabulary could occur only subconsciously and implicitly.

From another point of view, there are those who consider that explicit knowledge with sufficient practice can become implicit over time. This position fully supports that the vocabulary can be taught explicitly, through appropriate instruction. Within this group have also emerged specialists who have developed lists of trying to systematize the basic units on which to base the vocabulary instruction.

Another position that is much more integrative and complete is, without a doubt, the one adopted by Ellis (1997). For this researcher, getting to learn a word well implies, not a single process, but a group of several processes that are clearly, psychologically and pedagogically separable. The different aspects that comprise

the acquisition of vocabulary, as a consequence of this, are linked to two forms of learning mechanisms. One conscious or explicit and another unconscious or implicit.

These different forms of vocabulary acquisition are at the service of two separable types of learning mechanism: The acquisition of the semantic and conceptual properties of a word, and the tracing of the forms of words in representations of meaning are the result of conscious (or explicit) learning processes. It also exists, the acquisition of the form of a word, the lexical specifications of its I / O (Input / Output), its placements, and its grammatical class information are the result of predominantly unconscious sequence information analysis processes (or implicit).

According to what has been analyzed above, it can be deduced that the two types of mechanisms that are part of the learning process complement each other and, therefore, both must be taken into account in teaching. If what is intended is to facilitate the acquisition-learning of the lexicon on the part of the students and that it is as complete as possible.

2.5 Hypothesis

The implementation of a guide for the use of complementary material will contribute to the development of the vocabulary of the students of the 1st year of the Felix A. Granja High School of Simiatug.

H₀. The supplementary material **does not affect** the development of students' vocabulary.

H₁. The supplementary material **does affects** the development of students' vocabulary.

2.6 Hypothesis variables

Independent variable: Complementary material.

Dependent variable: Development of vocabulary.

Term of relationship: Affects.

2.7 Hypothesis Proposal

The complementary material influences the development of the vocabulary of the English language in the 1st Year BGU of Felix A. High School of Simiatug.

CHAPTER III

METHODOLOGY

In the methodological framework of this research, it was intended to analyze the way in which complementary material affects the development of vocabulary in the English language, in first year of the bachelor's degree Felix A. Granja High School. The type of study carried out was analyzed, as well as the techniques to collect the desired information, among other aspects.

3.1 Basic method of research

In order to conduct this study a quasi-experimental research design was implemented. Quasi-experimental designs test causal hypotheses administering a treatment or stimulus to only one of two groups whose members are randomly assigned, both groups must be as similar as possible in terms of pre-intervention characteristics (White & Sabarwal, 2014). In this case, two groups were used, a control group and an experimental group, and the data was collected, processed and analyzed relying on a statistical method. In this research, during five weeks the subjects' values were examined prior to and after the exposure through the application of a pre test and a post test. The Key English Test (KET) of the Cambridge exams was the research instrument employed to determine students' English reading and writing vocabulary proficiency and basic knowledge of nouns, adjectives and verbs (See Appendix D and Appendix E). The control group was assessed after only having used the textbook as a teaching method while in the experimental group the evaluation was applied after having received classes using the complementary material designed for this proposal.

3.2 Level or type of research

The methodological approach in this investigation was quali-quantitative. The qualitative approach refers to a systematic and active process. This was evidenced precisely in the research that was carried out, seeking to obtain information about the problem that was observed during the classes, in reference to the scarce development of the vocabulary of the English language by the students. After knowing the pre test and post test results obtained, decisions could be made to solve the problem that afflicted the participants. It was crucial to know the students and teachers to be able to observe the way they interact in the classroom during the English classes. Thus, the data collected during classroom observation through the observation guide (See Appendix B) and a survey applied to students (See Appendix F) also played an important role to develop the proposal with a solution approach to the main problems detected.

The qualitative research, according to Perez (2002), establishes relations between several disciplines. It crosses the humanities, the social and physical sciences. Those who practice it are subject to an interpretative understanding of human experience. For the qualitative researcher, all perspectives are valuable.

Through this type of research, it was possible to interact in the High School to know the behavior of the students who attend the first year of the same. In this way, it was possible to affirm that there was an interaction between the students and the researcher, since the latter could be part of the classes in general and analyze any indication about the development of the students' vocabulary.

On the other hand, the quantitative approach is based on previous research. It is used to consolidate beliefs (formulated logically in a theory or a theoretical scheme) and establish exactly patterns of behavior of a population (Fernandez, 2014).

The objective of the quantitative research was to quantify the numerical measurements, measure what happens, and provide information through statistical data. In general, the data that was obtained is represented in graphic form. In the present investigation, the quantitative approach was evidenced, since a survey was applied to the students of first year in order to know the vision that they had on the complementary material.

3.3 Population and sample

The population was made up of the set of elements that were part of the study group; therefore, it covered all the elements that individually could be analyzed in the research. It is defined as the central purpose or purpose of the study (Guachichullca, 2015). The sample is used when it is not possible or convenient to conduct a census. The sample constitutes a part of the population. For a sample to be meaningful, and therefore useful, it must represent the similarities and differences found in the population and exemplify the characteristics of it. When a sample is significant, it means that it gathers the most of the characteristics of the population that are relevant to the research (Cuesta, 2012).

This research exercise was focused on a population of two groups of 35 students of first year BGU, adding a total of 70. The survey was applied at the beginning of the first term of school year 2017-2018. Since the population was less than 100, no formulas were used for the calculation of the sample, taking exactly the same number of participants to be surveyed.

Table 1
Distributive table of the population

POPULATION	AMOUNT
Students	70
Total	70

Source Direct Research

Table 2
Distributive table of the sample

SAMPLE	AMOUNT
Students	70
Total	70

Source Direct Research

3.4 Operationalization of variables

3.4.1 Independent variable: complementary material

Table 3

Independent variable: Complementary material

VARIABLE CHARACTERIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUE AND INSTRUMENT
Complementary materials, also known as didactic aids or teaching mediums, are any and all non-textbook resources teachers use during and after the lessons to reinforce them, to facilitate students learning and to enhance their language skills. They can be divided into traditional materials (paper-based resources), non-traditional materials (audiovisual resources), and e-learning materials (on-line and multimedia-based resources).	1. Traditional materials 2. Non-traditional materials 3. E-learning materials	1.1 Flashcards 1.2 Photos 1.3 Maps 1.4 Posters 1.5 Books 2.1 Recordings 2.2 Songs 2.3 Films 2.4 Videos 3.1 Podcasts 3.2 Websites 3.3 Software	1. The way to teach vocabulary to students promotes the development of English vocabulary. 2. The teacher uses other types of material to support the teaching of new target language. 3. The current material used by the teacher is used to develop English language vocabulary according to level. 4. There is complementary material available in the high school that generates interest in English language. 5. The use of complementary material promotes the interest of students to learn the English language.	Pre test Post test

Source Direct Research

3.4.2 Dependent variable: vocabulary development

Table 4 Dependent variable: vocabulary development

VARIABLE CHARACTERIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUE AND INSTRUMENT
<p>Vocabulary development is a critical aspect of learning a foreign language. It is a continuous process of meeting new words, followed by meeting those words again and again, each time extending knowledge of their meaning and how they are used in the target language. There are four types of vocabulary: Listening, Speaking, Reading and Writing. Listening and speaking vocabulary represent spoken vocabulary and reading and writing represent written vocabulary.</p> <p>This study was focused on reading and writing vocabulary, specifically Nouns, Adjectives and Verbs.</p>	1. Reading	1.1 Word recognition 1.2 Inferring meaning from context (semantics) 1.3 Reading comprehension	NOUNS: Criteria Accurate and effective word choice: - Determines the meaning from context - Word order in the sentence	Rubric Pre test Post test
	2. Writing	2.1 Spelling 2.2 Word parts (morphology) 2.3 Grammatical function (syntax)	ADJECTIVES: Criteria Accurate and effective word choice: - Determines the meaning from context - Noun- adjective agreement - Word order in the sentence	Key English Test (KET): a multiple choice test with 50 questions divided into Nouns (23 items), Adjectives (10 items) and Verbs (17 items) used to determine the students' reading and writing vocabulary proficiency level.
	3. Nouns	Simple or compound: 3.1 Common nouns 3.2 Proper nouns	VERBS: Criteria Accurate and effective word choice: - Determines the meaning from context - Subject-verb agreement - Verb Form - Word order in the sentence	
	4. Adjectives	Simple or compound: 4.1 Descriptive adjectives		
	5. Verbs	5.1 Action verbs 5.2 Stative verbs 5.3 Transitive verbs 5.4 Intransitive verbs 5.5 Irregular verbs		

Source Direct Research

3.5 Method of data collection

Observation

Observation is the fundamental strategy of the scientific method. In qualitative research, observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures. Lately, the field of education has seen an increase in the number of qualitative studies that include participant observation as a way to collect information (Kawulich, 2005).

The observation guide is a document in which has been included its objectives, the code and the indicators or questions to be evaluated, as they can be verified, as well as general observations that need to be included. A structured instrument is a document that allows directing the action of observing certain phenomena. This guide, in general, is structured through columns that favor the organization of the data collected during the investigation (Macazaga, 2014).

Evaluation

Through the evaluation that was carried out, the necessary information was obtained from the results of the students. An experiment was conducted in a divided way, which was part of two groups of 1st Year BGU of Felix A. Granja High School of Simiatug. In the first group, the evaluation was applied taking into account that only the textbook had been used as a teaching method, with which it was possible to know the progress made with this medium in the development of vocabulary. In the second group, the evaluation was applied after having received classes using the complementary material. Then, it was expected to obtain differences in the results and to confirm which teaching method is more effective for the development of the vocabulary in the English language.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter presents the findings of the classroom observation, the survey applied to the students and the results of the pre test and the post test.

4.1 Classroom observation

The data collected through the observation guide (See Appendix B) approved by the thesis advisor, Lic. Mg. Manuel Xavier Sulca Guale, allowed the researcher to obtain the following results which were triangulated with the results of the pre test, the post test and the survey.

During the intervention it was observed that the teacher does not use other types of material to support English classes. Mostly, due to the lack of complementary material in the high school that generates interest in this foreign language. Classes are textbook-centered and they do not promote the interest of students to learn English. Although the textbooks used by the teacher are meant to develop English language vocabulary according to student's level, the way to teach vocabulary to students without complementary material does not promote the development of English vocabulary.

On the whole, the teacher struggles to find other resources apart from the textbooks for developing students' vocabulary because they are not available in the high school. This situation affects the teaching-learning process and emphasizes the need of complementary material since when it is available and appropriately used, it can be seen that the students develop their vocabulary, understand their lessons more easily and increase their motivation.

4.2 Pre test and post test

Pre test and post test designs were employed in this quasi-experimental research. The pre test measured the development of the control and experimental groups' vocabulary prior to administering the complementary material, and it was followed by a post test on the same measure after that material was used to complement the classes.

4.2.1 English vocabulary proficiency level of students in the pre test and the post test

English vocabulary proficiency level of 1st year BGU 70 students was assessed through the Key English Test (KET) of the Cambridge exams which contained 50 questions focused on vocabulary and language and divided into Nouns (23 items), Adjectives (10 items) and Verbs (17 items). The KET was employed to check students' English reading and writing vocabulary proficiency and basic knowledge of nouns, adjectives and verbs. Student's assessment varied from the following scales:

Poor 1-3 Fair 4-5 Good 6-7 Very good 8-9 Excellent 10

The evaluation criteria used to assess students' progression was: broad, accurate and effective nouns use and choice; broad, accurate and effective adjectives use and choice and broad, accurate and effective verbs use and choice; and it was the same in the pre test and the post test (See Appendix H).

4.2.2 Pre test results gotten by the control group

Table 5

Results gotten by the control group in the pre test

Student (S)	NOUNS	ADJECTIVES	VERBS	Reading and writing Vocabulary proficiency level
S1	4	4	4	12
S2	5	5	3	13
S3	5	6	5	16
S4	5	3	4	12
S5	4	2	4	10
S6	6	6	7	19
S7	5	2	6	13
S8	4	6	3	13
S9	5	1	3	9
S10	5	4	5	14
S11	5	1	7	13
S12	4	4	5	13
S13	4	5	4	13
S14	6	2	4	12
S15	4	1	4	9
S16	5	2	3	10
S17	4	6	4	14
S18	4	7	4	15
S19	5	1	3	9
S20	4	1	3	8
S21	4	1	4	9
S22	4	3	3	10
S23	5	1	4	10
S24	4	1	1	6
S25	4	1	4	9
S26	5	6	6	17
S27	5	2	7	14
S28	5	4	4	13
S29	5	2	3	10
S30	4	1	3	8
S31	6	8	5	13
S32	5	2	3	10
S33	5	1	4	10
S34	5	3	3	11
S35	4	1	4	9
X	4,7	2,9	4,1	11,6
S ²				
S				

It can be observed that the arithmetic mean, in the control group, for the pre test is 11,6 out of 30.

4.2.3 Post test results gotten by the control group

Table 6 *Results gotten by the control group in the post test*

It can be observed that the arithmetic mean, in the control group, for the post test is 17,5 out of 30.

Student (S)	NOUNS	ADJECTIVES	VERBS	Reading and writing, Vocabulary proficiency level
S1	6	6	5	17
S2	5	7	4	16
S3	5	7	6	18
S4	5	4	5	14
S5	5	6	6	17
S6	5	6	5	16
S7	6	7	6	19
S8	6	8	5	19
S9	5	6	4	15
S10	6	7	4	17
S11	4	5	7	19
S12	5	3	6	14
S13	5	6	6	17
S14	7	9	7	23
S15	5	6	5	16
S16	8	6	4	18
S17	7	8	3	18
S18	4	9	7	20
S19	8	6	5	19
S20	6	4	6	16
S21	6	5	7	18
S22	4	8	4	16
S23	4	6	5	15
S24	8	10	7	25
S25	6	2	6	14
S26	5	5	5	15
S27	7	7	5	19
S28	5	5	7	17
S29	5	6	7	18
S30	7	9	4	20
S31	7	9	7	23
S32	5	2	4	11
S33	7	2	6	15
S34	6	10	9	25
S35	4	5	5	14
X	5,8	6,2	5,5	17,5
S ²				
S				

Source Direct Research

4.2.4 Pre test results gotten by the experimental group

Table 7 Results gotten by the experimental group in the pre test

Student (S)	NOUNS	ADJECTIVES	VERBS	Reading and writing Vocabulary proficiency level
S1	4	4	4	12
S2	4	3	3	10
S3	4	3	3	10
S4	1	4	4	9
S5	3	5	6	14
S6	4	5	9	18
S7	4	5	9	18
S8	4	3	4	11
S9	3	4	4	11
S10	3	2	4	9
S11	4	4	3	11
S12	5	4	4	13
S13	4	5	4	13
S14	3	5	9	17
S15	3	4	4	11
S16	4	1	9	14
S17	4	3	3	10
S18	4	3	4	11
S19	4	4	3	11
S20	3	3	4	10
S21	4	4	9	17
S22	4	2	4	10
S23	4	5	4	13
S24	6	3	3	12
S25	4	6	3	13
S26	4	2	9	15
S27	3	5	4	12
S28	4	4	4	12
S29	4	5	3	12
S30	4	5	3	12
S31	4	3	3	10
S32	4	4	5	13
S33	6	5	5	16
S34	5	2	3	10
S35	4	3	3	10
X	3,9	3,8	4,6	12,3
S ²				
S				

Source Direct Research

It can be observed that the arithmetic mean, in the experimental group, for the pre test is 12,3 out of 30.

4.2.5 Post test results gotten by the experimental group

Table 8

Results gotten by the experimental group in the post test

Student (S)	NOUNS	ADJECTIVES	VERBS	Reading and writing Vocabulary proficiency level
S1	9	10	6	25
S2	8	8	9	25
S3	9	9	9	27
S4	8	7	9	24
S5	10	10	10	30
S6	7	10	8	25
S7	8	8	10	26
S8	8	7	7	22
S9	9	10	10	29
S10	10	9	9	28
S11	9	9	8	26
S12	10	10	10	30
S13	8	8	9	25
S14	7	10	9	26
S15	6	6	7	19
S16	9	9	10	28
S17	10	10	9	29
S18	9	10	9	28
S19	7	7	8	22
S20	10	10	7	27
S21	8	9	9	26
S22	5	5	4	14
S23	4	6	5	15
S24	10	3	9	22
S25	9	8	8	25
S26	9	7	7	23
S27	8	10	9	27
S28	10	10	10	30
S29	10	8	9	27
S30	8	10	8	26
S31	9	7	9	25
S32	9	6	9	24
S33	5	7	9	21
S34	9	8	8	25
S35	10	10	10	30
X	8,4	8,3	8,5	25,2
S ²				
S				

Source Direct Research

It can be observed that the arithmetic mean, in the experimental group, for the post test is 25,2 out of 30.

4.3 Students' reading and writing vocabulary proficiency level in Nouns

Table 9
Students' reading and writing vocabulary proficiency level in Nouns

NOUNS	
Pre test Control Group	4,7
Pre test Experimental Group	3,9
Post test Control Group	5,8
Post test Experimental Group	8,4

Source Direct Research

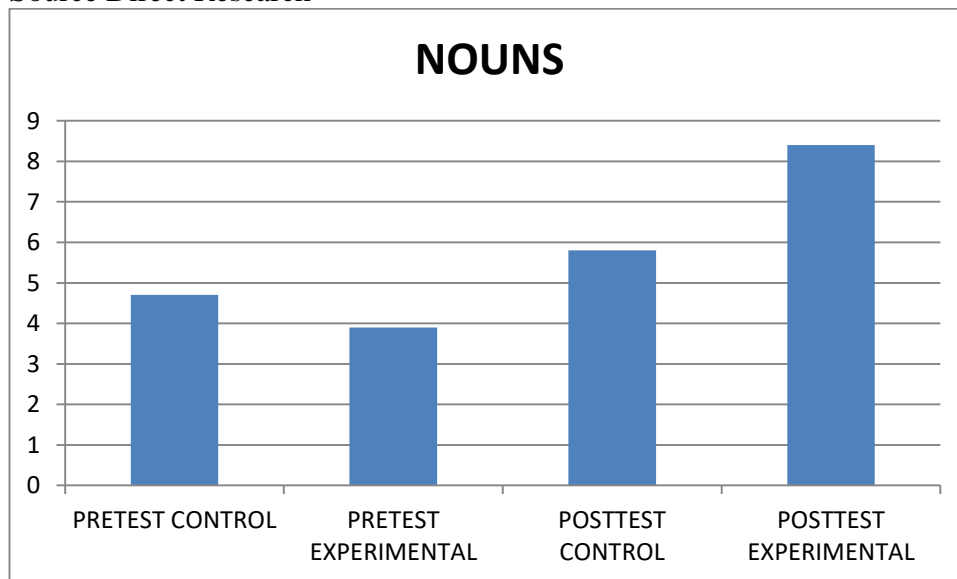


Figure 4 Students' reading and writing vocabulary proficiency level in Nouns
Source Direct Research

Analysis: The graph above shows that the weaknesses found in the experimental group when the pre test was applied regarding context-bound and knowledge of nouns' meaning has been overcome, and the most of the students have made broad, accurate and effective nouns use and choice. Thus, they improved their reading and writing vocabulary proficiency level in nouns.

Interpretation: Post test questions were answered with a high degree of accuracy which can be attributed to the implementation in classes of the manual of complementary material proposed in the current study.

4.4 Students' reading and writing vocabulary proficiency level in Adjectives

Table 10
Students' reading and writing vocabulary proficiency level in Adjectives

ADJECTIVES	
Pre test Control Group	2,9
Pre test Experimental Group	3,8
Post test Control Group	6,2
Post test Experimental Group	8,3

Source Direct Research

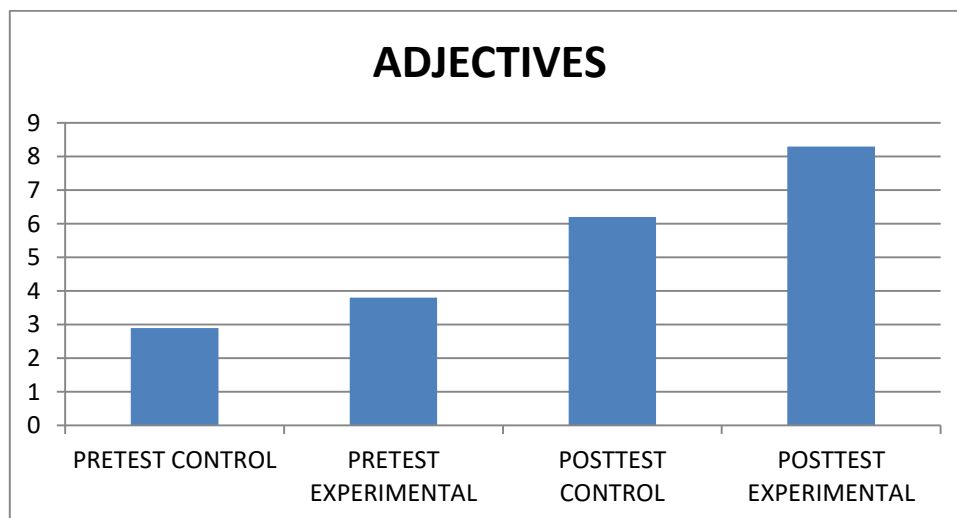


Figure 5 Students' reading and writing vocabulary proficiency level in Adjectives
Source Direct Research

Analysis: Based on the previous graph, it can be said that the weaknesses found in the experimental group in the pre test regarding context-bound and knowledge of adjectives' meaning has been overcome when applying the post test. Hence, the most of the students upgraded their reading and writing vocabulary proficiency level in nouns.

Interpretation: Through the implementation of the manual of complementary material proposed, the students had a remarkable improvement in the tasks of making broad, accurate and effective adjectives use and choice. Consequently, there was a meaningful learning of the vocabulary taught in classes.

4.5 Students' reading and writing vocabulary proficiency level in Verbs

Table 11
Students' reading and writing vocabulary proficiency level in Verbs

VERBS	
Pre test Control Group	4,1
Pre test Experimental Group	4,6
Post test Control Group	5,5
Post test Experimental Group	8,5

Source Direct Research

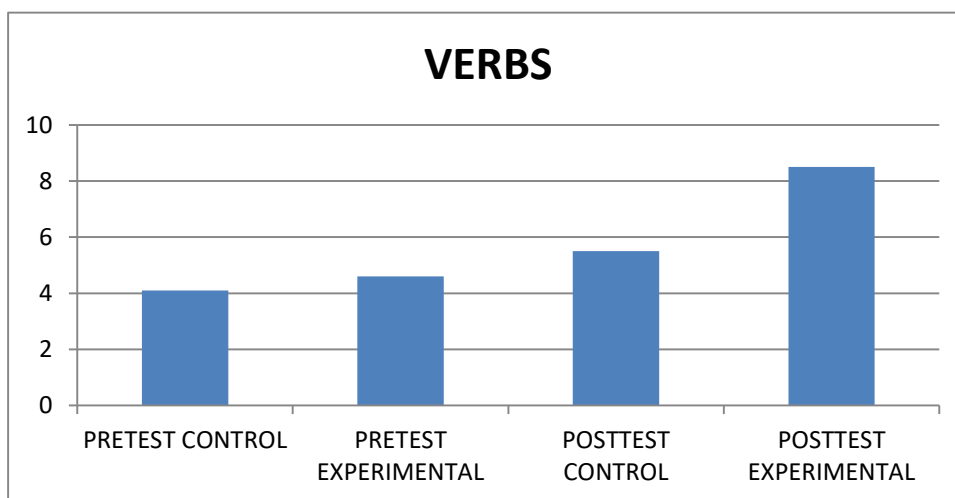


Figure 6 Students' reading and writing vocabulary proficiency level in Verbs

Source Direct Research

Analysis: As shown in the graph, the weaknesses found in the experimental group regarding context-bound and knowledge of the most of the verbs' meaning when applying the pre test has been overcome and the most of the students have made

accurate and effective verbs use and choice. Hence, there was an outstanding improvement in students' reading and writing vocabulary level proficiency in verbs. Interpretation: The manual of complementary material proposed in the current study facilitated students' abilities to make broad, accurate and effective verbs use and choice.

4.6 Arithmetic mean: students' pre test - post test scores regarding their reading and writing vocabulary proficiency level

Table 12

Arithmetic mean: students' pre test-post test scores regarding their reading and writing vocabulary proficiency level

VOCABULARY PROFICIENCY	
Pre test Control Group	11,6
Pre test Experimental Group	12,3
Post test Control Group	17,5
Post test Experimental Group	25,2

Source Direct Research

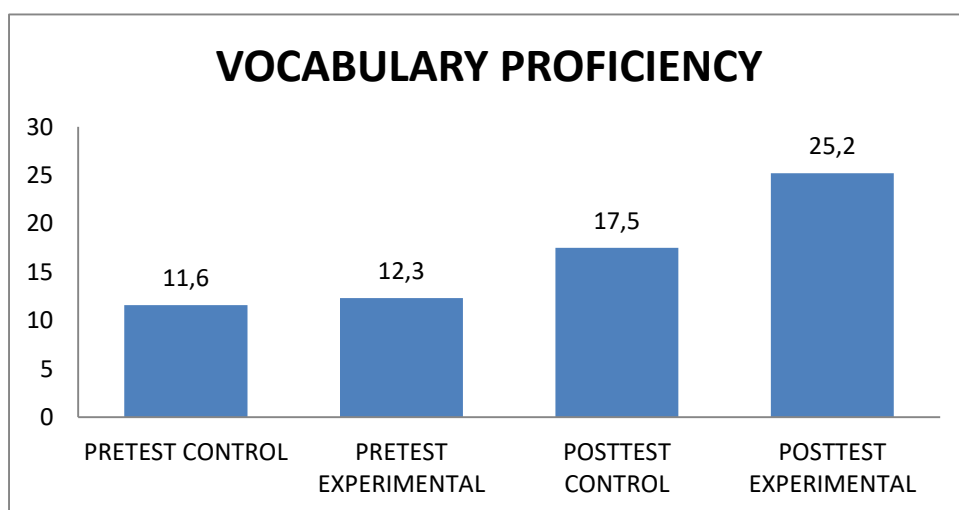


Figure 7 Arithmetic mean: students' pre test-post test scores regarding their reading and writing vocabulary proficiency level

Source Direct Research

In this case, both groups of participants, control group and experimental group, showed an improvement from the pre test. Nevertheless, statistically significant differences were found on the experimental group post test scores when compared to the control group post test scores.

4.7 Pre test and post test criteria results of the control group

Table 13
Pre test and post test criteria results of the control group

VOCABULARY PROFICIENCY		
	Pre test	Post test
Nouns	4,7	5,8
Adjectives	2,9	6,2
Verbs	4,1	5,5

Source Direct Research

Source Direct Research

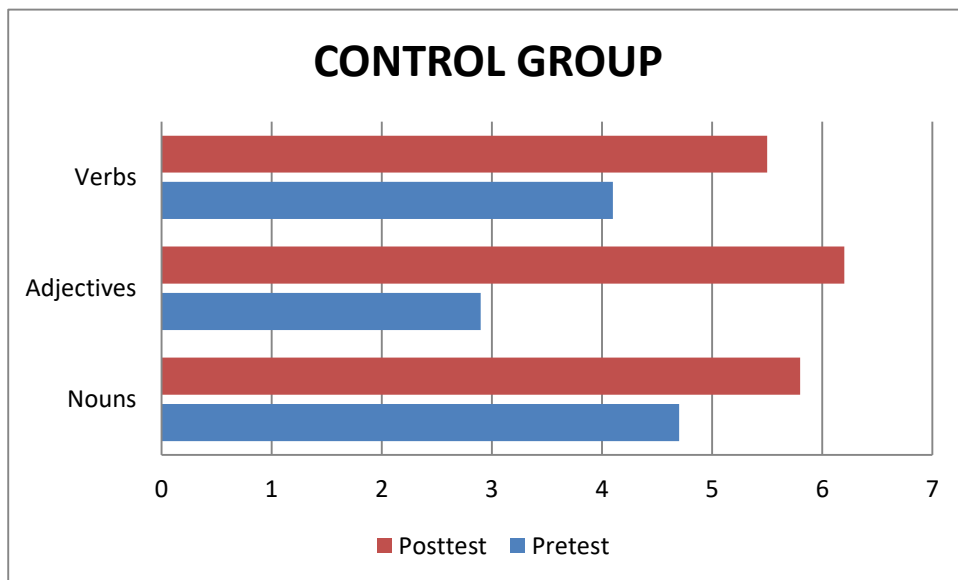


Figure 8 Pre test and post test criteria results of the control group
Source Direct Research

4.8 Pre test and post test criteria results of the experimental group

Table 14
Pre test and post test criteria results of the experimental group

VOCABULARY PROFICIENCY		
	Pre test	Post test
Nouns	3,9	8,4
Adjectives	3,8	8,3
Verbs	4,6	8,5

Source Direct Research

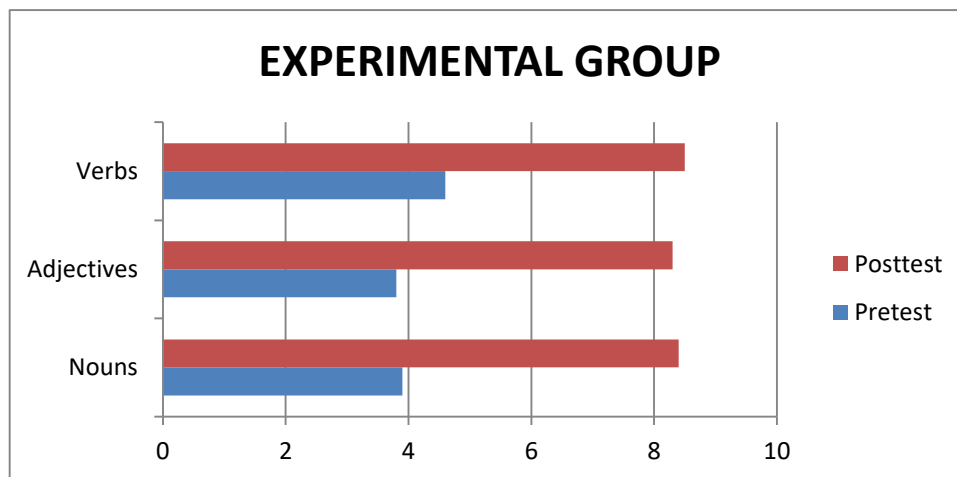


Figure 9 Pre test and post test criteria results of the experimental group

Source Direct Research

4.9 Survey applied to the students

A short survey questionnaire approved by the thesis advisor, Lic. Mg. Manuel Xavier Sulca Guale, contained 10 questions which provided the 70 students of First Year BGU of Felix A. Granja High School of Simiatug with an opportunity to reflect on their teaching-learning process and to offer their perceptions of their needs regarding the improvement of vocabulary in English as a foreign language (See Appendix G). The results as well as a brief interpretation of them are shown below:

Question 1: Do you feel motivated to learn the vocabulary of the English language?

Table 15

Question 1: Do you feel motivated to learn the vocabulary of the English language?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	12	17%
Never	36	52%
Sometimes	22	31%
TOTAL	70	100%

Source Direct Research

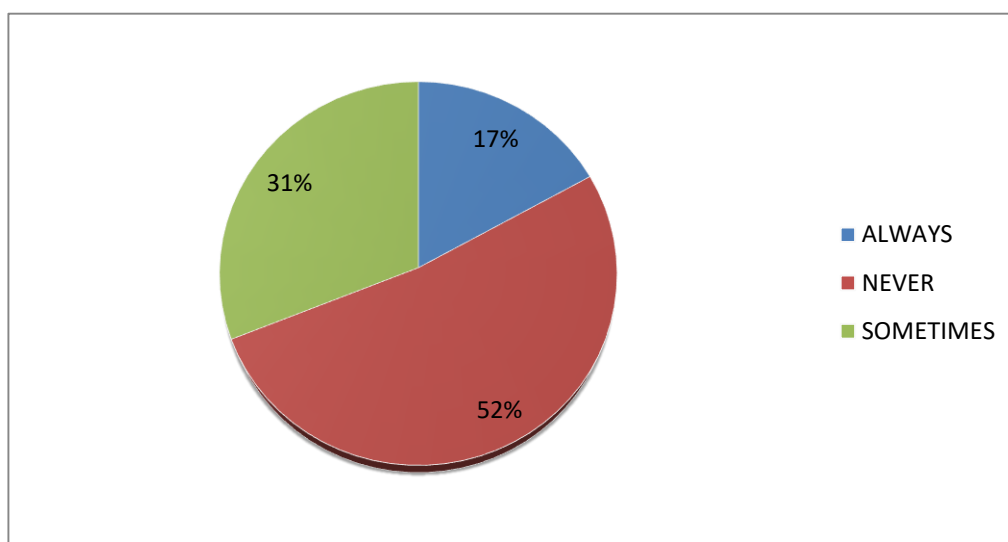


Figure 10 Question 1: Do you feel motivated to learn the vocabulary of the English language?

Source Direct Research

Regarding Survey Question 1: 52% of the students (36 out of 70) answered that they never feel motivated to learn the vocabulary of the English language, while 31% of them (22 out of 70) indicated that sometimes they feel motivated to learn the vocabulary of the English language, and only 17% (12 out of 70) responded that they always feel motivated to learn the vocabulary of the English language. Hence, the most of the students expressed their lack of motivation. Probably, this is due to the fact that the teachers do not implement supplementary material in classes to make them more interesting, and the exclusive use of textbooks turns them tedious.

Question 2: Do you consider that you easily learn the vocabulary you receive in class?

Table 16

Question 2: Do you consider that you easily learn the vocabulary you receive in class?

DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	11	15%
No	41	59%
Maybe	18	26%
TOTAL	70	100%

Source Direct Research
Source Direct Research

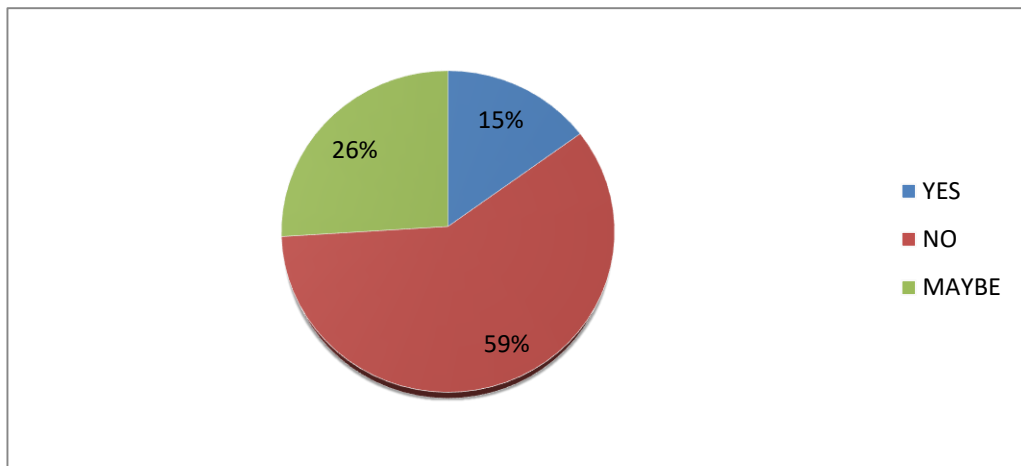


Figure 11 Question 2: Do you consider that you easily learn the vocabulary you receive in class?

With regards to Survey Question 2: 59% of the students (41 out of 70) expressed that they do not consider that they easily learn the vocabulary received in class, while 26% of them (18 out of 70) answered that they perhaps easily learn the vocabulary received in class, and only 15% (11 out of 70) considered that they easily learn the vocabulary received in class. In other words, for the most of the students is difficult to learn vocabulary in English as a foreign language. Then, if they do not understand a significant amount of the terms in their textbooks, they struggle with their lessons too.

Question 3: In your opinion, is it easier to learn vocabulary with books?

Table 17

Question 3: In your opinion, is it easier to learn vocabulary with books?

DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	13	19%
No	39	56%
Maybe	18	25%
TOTAL	70	100%

Source Direct Research

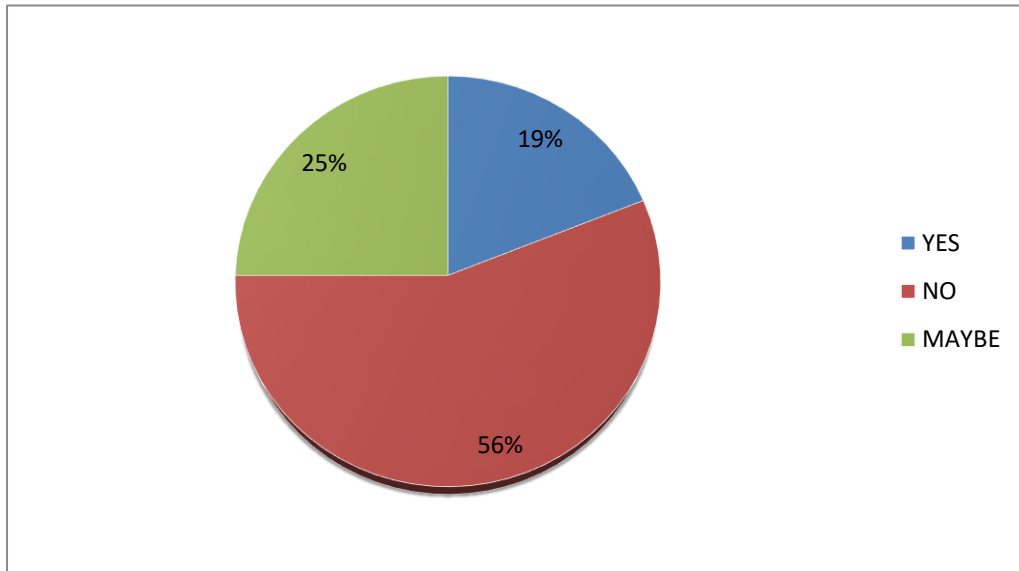


Figure 12 Question 3: In your opinion, is it easier to learn vocabulary with books?

Source Direct Research

Regarding Survey Question 3: 56% of the students (39 out of 70) indicated that it is not easier to learn vocabulary with books, while 25% of them (18 out of 70) answered that it is perhaps easier to learn vocabulary with books, and only 19% (13 out of 70) considered that it is easier to learn vocabulary with books. This demonstrates that, for the most of the students, it is not easy to learn vocabulary with the exclusive use of textbooks.

Question 4: Are you attracted by the complementary materials that the teacher uses in the classroom?

Table 18

Question 4: Are you attracted by the complementary materials that the teacher uses in the classroom?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	7	10%
Never	35	50%
Sometimes	28	40%
TOTAL	70	100%

Source Direct Research

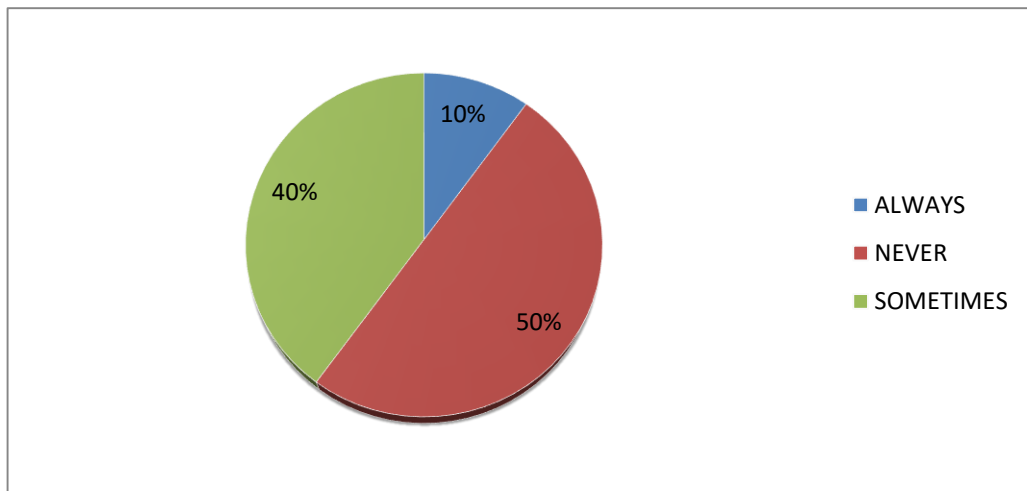


Figure 13 Question 4: Are you attracted by the complementary materials that the teacher uses in the classroom?

Source Direct Research

With regards to Survey Question 4: 50% of the students (35 out of 70) considered that they are not attracted by the complementary materials that the teachers use in the classroom, while 40% of them (28 out of 70) expressed that sometimes they are attracted by the complementary materials that the teachers use in the classroom, and only 10% (7 out of 70) affirmed that they are attracted by the complementary materials that the teachers use in the classroom. Hence, it is easy to perceive that almost all of the students agree with the fact that they do not feel identified with the limited complementary material used by their teachers in class.

Question 5: How do you consider your level of vocabulary in English?

Table 19

Question 5: How do you consider your level of vocabulary in English?

DESCRIPTION	FREQUENCY	PERCENTAGE
Good	8	11%
Bad	47	67%
Fair	13	19%
Excellent	2	3%
TOTAL	70	100%

Source Direct Research

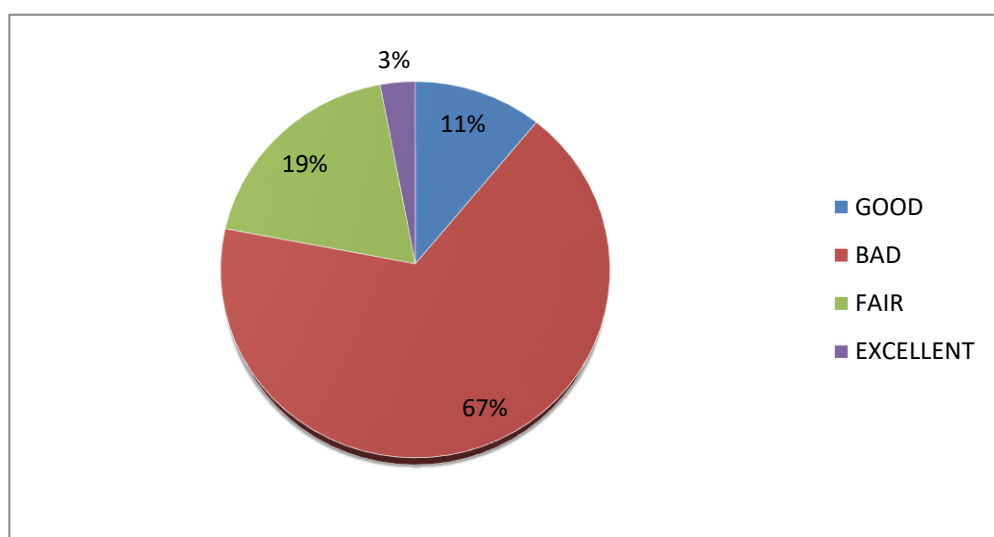


Figure 14 Question 5: How do you consider your level of vocabulary in English?

Source Direct Research

Regarding Survey Question 5: 67% of the students (47 out of 70) considered that they have a bad level of vocabulary in English, 19% of the students (13 out of 70) expressed that they have a fair level of vocabulary in English, while 11% of them (8 out of 70) stated that they have a good level of vocabulary in English, and only 3% (2 out of 70) answered that they have an excellent level of vocabulary in English. This shows students' agreement regarding their weaknesses in the learning process of English vocabulary which is an opportunity to develop individual's abilities of the group in this area and to promote students' motivation through the implementation of complementary material.

Question 6: In your opinion, do your classmates learn vocabulary in English with the current teaching method?

Table 20

Question 6: In your opinion, do your classmates learn vocabulary in English with the current teaching method?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	6	9%
Never	42	60%
Sometimes	22	31%
TOTAL	70	100%

Source Direct Research

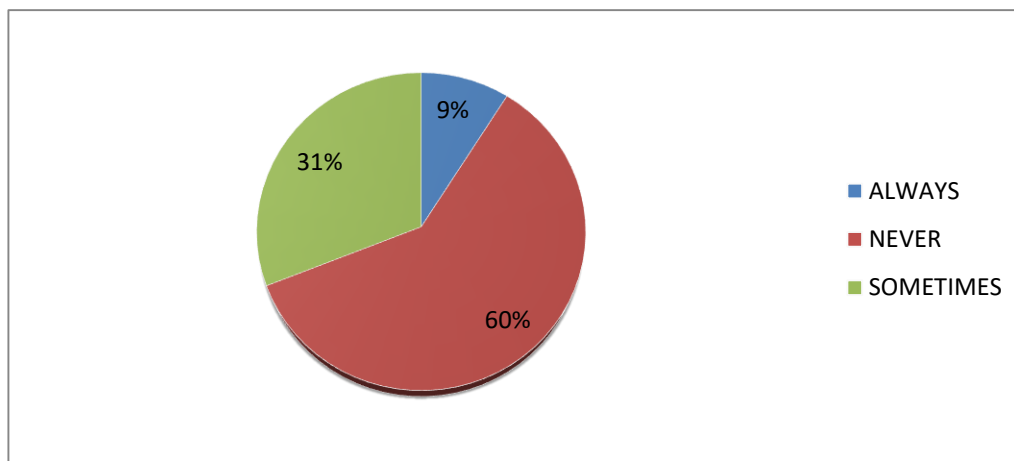


Figure 15 Question 6: In your opinion, do your classmates learn vocabulary in English with the current teaching method?

As regards Survey Question 6: 60% of the students (42 out of 70) considered that their classmates never learn vocabulary in English with the current teaching method, while 31% of them (22 out of 70) answered that sometimes their classmates learn vocabulary in English with the current teaching method, and only 9% (6 out of 70) affirmed that their classmates always learn vocabulary in English with the current teaching method. Therefore, this shows students' discontent regarding the current vocabulary teaching method and its negative influence on their learning process of English as a foreign language.

Question 7: Do you feel motivated to interact with your classmates in class to develop the vocabulary?

Table 21

Question 7: Do you feel motivated to interact with your classmates in class to develop the vocabulary?

DESCRIPTION	FREQUENCY	PERCENTAGE
Much	3	4%
Little	39	56%
Nothing	28	40%
TOTAL	70	100%

Source Direct Research

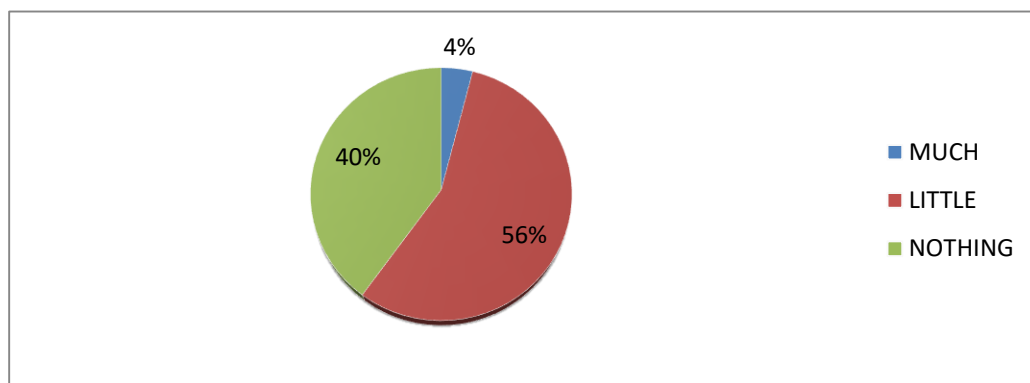


Figure 16 Question 7: Do you feel motivated to interact with your classmates in class to develop the vocabulary?

Source Direct Research

With regards to Survey Question 7: 56% of the students (39 out of 70) expressed that they feel a little motivated to interact with their classmates in class to develop the vocabulary, while 40% of them (28 out of 70) considered that they do not feel motivated to interact with their classmates, and only 4% (3 out of 70) affirmed that they feel very motivated to interact with their classmates. Then, the most of the students expressed their lack of motivation before the experiment was applied and it shows that they struggle with the learning process of English as a foreign language which is worrying since classroom interaction is considered a potential area for focus in attempting to improve the learning process of a foreign language.

Question 8: How satisfied are you with the teaching your teachers give you to improve vocabulary?

Table 22

Question 8: How satisfied are you with the teaching your teachers give you to improve vocabulary?

DESCRIPTION	FREQUENCY	PERCENTAGE
Much	15	21%
Little	34	49%
Nothing	21	30%
TOTAL	70	100%

Source Direct Research

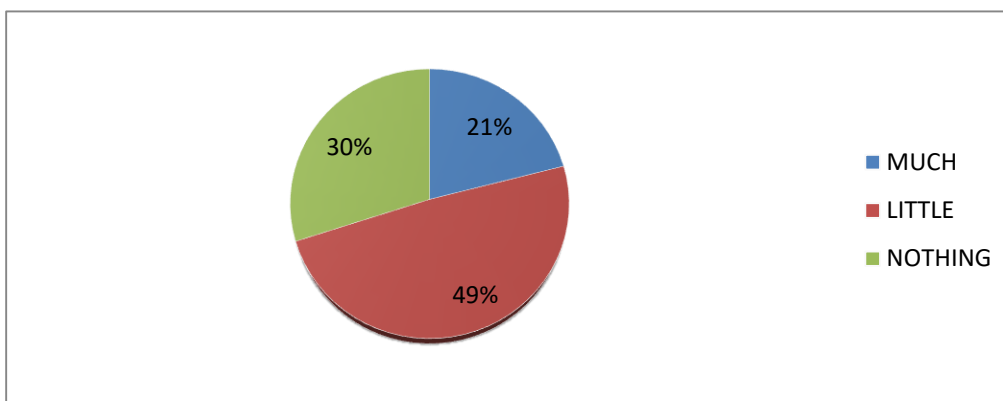


Figure 17 Question 8: How satisfied are you with the teaching your teachers give you to improve vocabulary?

Source Direct Research

Regarding Survey Question 8: 49% of the students (34 out of 70) stated that they feel a little satisfied with the teaching their teachers give them to improve vocabulary, while 30% of them (21 out of 70) expressed that they do not feel satisfied with the teaching their teachers give them to improve vocabulary, and only 21% (15 out of 70) affirmed that they feel very satisfied with the teaching their teachers give them to improve vocabulary. Consequently, it is easy to perceive that all of the students are dissatisfied at some level with regard to their teaching-learning process and how it affects their English vocabulary proficiency in this foreign language and vice versa.

Question 9: Do you consider that teachers should implement supplementary material to motivate classes and make them more interesting?

Table 23

Question 9: Do you consider that teachers should implement supplementary material to motivate classes and make them more interesting?

DESCRIPTION	FREQUENCY	PERCENTAGE	
Yes	64	64	91%
No	0	0	0%
Maybe	6	6	9%
TOTAL	70	70	100%

Source Direct Research

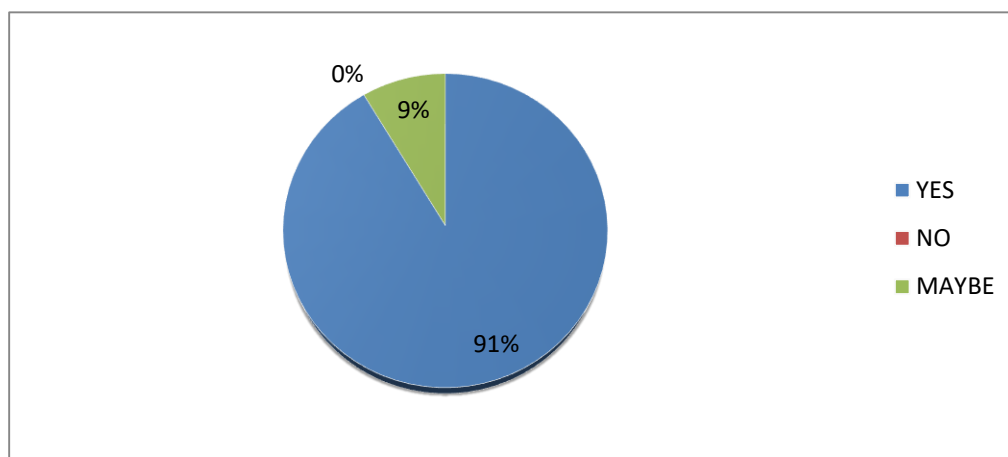


Figure 18 Question 9: Do you consider that teachers should implement supplementary material to motivate classes and make them more interesting?

Source Direct Research

As regards Survey Question 9: 91% of the students (64 out of 70) expressed that teachers should implement supplementary material to motivate classes and make them more interesting and 9% of them (6 out of 35) answered that perhaps teachers should implement supplementary material to motivate classes and make them more interesting. This shows students' agreement regarding the need to implement supplementary material through other teaching methods or strategies that entertain, encourage, promote classroom interaction and provide language practice.

Question 10: Do you feel bored in the classes and not interested in the content?

Table24

Question 10: Do you feel bored in the classes and not interested in the content?

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	39	56%
Never	3	4%
Sometimes	28	40%
TOTAL	70	100%

Source Direct Research

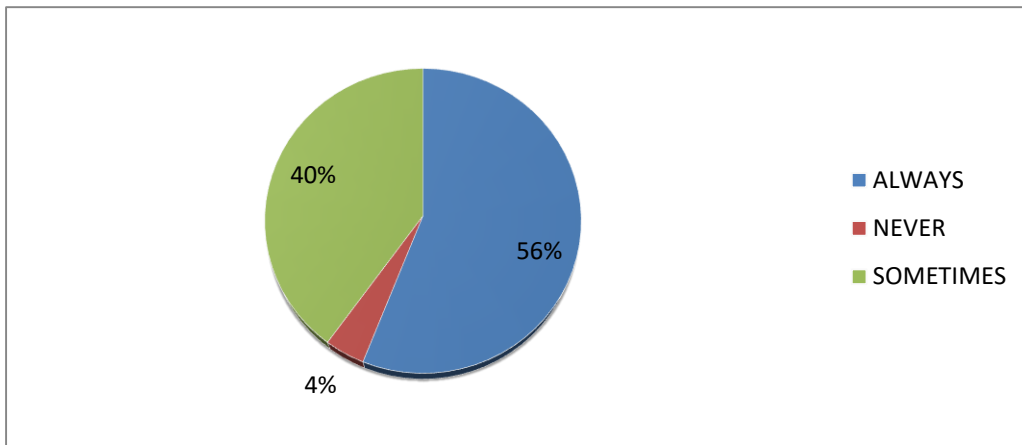


Figure 19 Question 10: Do you feel bored in the classes and not interested in the content?

Source Direct Research

Regarding Survey Question 10: 56% of the students (39 out of 70) expressed that they always feel bored in classes and not interested in the content, while 40% of them (28 out of 70) answered that sometimes they feel bored in classes and not interested in the content, and only 4% (3 out of 70) affirmed that they never feel bored in classes and not interested in the content. This demonstrates the lack of interests and motivation of these students is a serious issue. The almost exclusive use of textbooks turns classes tedious, boring and slow. In other words, the use of traditional teaching methods with today's students has many disadvantages since they need to be actively involved in their teaching-learning process through different strategies.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The current research was conducted to determine the incidence of the use of complementary material in the development of the English language vocabulary in 1st Year BGU students. The conclusions drawn from the analysis of this study can be stated as follows:

- Teachers did not make use of complementary materials to develop the vocabulary of the English language before the proposal application, classes were textbook-centered.
- Students' reading and writing vocabulary proficiency level in the English language was low before the proposal application and after its application it had a significant improvement.
- It can be said that there is a direct relationship between the use of complementary material and the development of vocabulary in the English language, taking into account that there was a noteworthy improvement on the experimental group students' outcomes after the implementation of this proposal.
- To improve the quality of classes, it is necessary that teachers make use of strategies and complementary materials that promote the interaction between students in the classroom and their active engagement in the teaching-learning process.
- The extra benefits that can be found when teachers use complementary materials in their classes are: classroom interaction, language practice tools in the four skills: speaking, listening, reading and writing; and the increment of students' motivation to learn English as a foreign language.

Consequently, it can be stated that the use of complementary material is more effective for developing vocabulary in this language than the exclusive use of textbooks.

5.2 Recommendations

Based on the conclusions of this study, the following suggestions are proposed:

- English teachers are recommended not to eliminate the use of textbooks but to limit it and complement it with complementary materials and strategies that facilitate meaningful learning and make classes more fun, entertaining and attractive for students.
- English teachers are recommended to enlarge their teaching methodologies with complementary materials in order to facilitate that after finishing 1st year of BGU, students will reach the expected A2 level of proficiency of the Common European Framework of Reference.
- It is suggested to transcend from the exclusive use of textbooks and their traditional didactic method to more student-centered strategies and complementary materials that facilitate interaction. The current study proposes some activities for the teachers to implement in their classes.
- Teachers should use complementary materials and adapt them to learners' needs. The implementation of teaching vocabulary strategies with corresponding pictures, as well as the making and design of didactic material by the students are highly recommended; for instance, Word Search Puzzles, Crossword Puzzles, and Memory Games.
- On account of all the benefits found in the use of complementary material in classes, it is expected that the findings of this research will be taken into consideration for foreign language teachers and further researchers. Moreover, teachers are recommended to apply this proposal which will bring some positive changes to the current approach.

CHAPTER VI

PROPOSAL

6.1 Informative data

a. Topic:

“Manual of complementary material for the development of English language vocabulary of first year BGU students at Felix A. Granja High School of Simiatug, Bolivar”.

b. Institution:

Felix A. Granja High School of Simiatug, Bolivar

c. Beneficiaries:

The beneficiaries are the students of Felix A. Granja High School of Simiatug, Bolivar. If the proposal is shared and replicated, other EFL students would benefit from this. Teachers could apply the proposal incorporating or adapting the strategies suggested in the manual.

d. Location:

High School of Simiatug, Bolivar

e. Estimated execution time:

First term of school year 2017 – 2018 (6 weeks)

f. Technical team on charge:

Researcher: Lic. Diana Paulina Yupa Chimbo

6.2 Proposal antecedents

According to the Ministry of Education (2014), first year BGU students are supposed to achieve a A2.2 level which implies that students will be able to communicate effectively in the foreign language. Taking into account that student's vocabulary proficiency leads learners to improve their skills of listening, speaking, reading, and writing in English and perform better in this language; the implementation of complementary material in the classroom to promote the development of vocabulary and to motivate students to reach the required level became necessary.

In fact, the idea of implementing complementary material in the English classroom to develop English language vocabulary is a result from the observation carried out in 1st year BGU classes. It was observed that there are flaws in the teaching-learning process of the English language in terms of vocabulary due to the exclusive use of textbooks. Definitely, complementing textbooks' lessons through supplementary material that entertains, encourages and promotes classroom interaction can bring positive changes to this situation.

6.3 Justification

When a person is learning a foreign language, one of the most important aspects to consider is vocabulary. The more words someone knows, the more opportunities for developing the four language skills of reading, writing, listening and speaking; that is to say, the more opportunities to communicate efficiently. With regard to this issue the British linguist David A. Wilkins (as cited in WordDive, 2013) states

“while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Thus, the use of complementary materials proposed on this manual will facilitate meaningful learning and make classes more fun, entertaining and attractive for students since they will feel actively involved in their teaching-learning process facilitating meaningful learning.

Moreover, in the institution, English teachers do not have enough resources or complementary materials to enhance their lessons, apart from the textbooks. This manual will constitute a new teaching resource in which teachers can rely on, and it will provide them a variety of strategies and tasks to help students to improve their English vocabulary proficiency level. Accordingly, this manual represents an alternative to complement the traditional textbooks’ methods exclusively applied in the classroom with activities that actively engage the students in their learning process. From the social point of view, the implementation of the strategies proposed in this project will promote the interaction between students in the classroom encouraging and motivating them to learn English as a foreign language.

Finally, it is important to mention that the researcher has the legal support of the institution, teachers and students for collecting the required data for the development and implementation of this proposal.

6.4 Objectives

6.4.1 General:

To design a manual of complementary material for the development of English language vocabulary of first year BGU students at Felix A. Granja High School of Simiatug, Bolivar in the school year 2017- 2018.

6.4.2 Specific:

- To select the activities to be included in the manual of complementary material.
- To design the structure and outline for the manual of complementary material.
- To elaborate the manual of complementary material.
- To implement the complementary material described in the manual during the English classes.

6.5 Feasibility analysis

The current proposal can be considered feasible due to the following aspects:

Technical: the professionals on charge are EFL teachers, with experience in the field, who are able to manage strategies that improve students' vocabulary proficiency level through the implementation of complementary material in the classroom.

Administrative: this proposal was tested at Felix A. Granja High School of Simiatug, Bolivar, under the approval of the school authorities and it was carried out under the supervision of the classroom teacher. It is important to highlight that the principal, teachers, students and their parents were committed to support the implementation of this proposal facilitating the optimization of the teaching-learning process of English as a foreign language.

Economic: the researcher covered all the costs required for the elaboration and implementation of this proposal.

6.6 Proposal Fundamentals

6.6.1 Theoretical

The strategies and vocabulary proposed in this project are based on the Student's Book used in the 1st year English class. That is to say, the English Student's Book Level A2.2 (1st BGU) proposed by the Ministry of Education of Ecuador. The general objectives of its 6 units are:

Unit 1: to talk about styles, personality types, preferences and interests.

Unit 2: to talk about your most significant learning experiences in the context of cultural literacy.

Unit 3: to tell stories and reflect on their messages.

Unit 4: to describe, compare and give opinions about travelers and touristic activities.

Unit 5: to report news about general interest topics and major disasters.

Unit 6: to describe tech habits and wishes.

6.6.2 Methodological

The strategies and vocabulary proposed in this manual as complementary material for the development of English language vocabulary will facilitate interaction between students in the classroom, as well as student-centered activities that promote the active engagement of the students in their learning process. This proposal recommends strategies and activities that include inference from context, flashcards (corresponding pictures), spelling and guessing skills, consultation of dictionaries and so on.

6.6.3 Psychological

According to psychological foundation (Ellis, 1995), vocabulary instruction is a useful adjunct to natural learning from context, the methods that produce highest effects on comprehension and vocabulary measures are those involving both definitional and contextual information about the word, numerous exposures are more beneficial for drill-and-practice methods, and keyword methods produced consistently strong effects.

6.7 Methodology

After the implementation of this proposal, students are expected to improve their English vocabulary proficiency. The proposal will be implemented according to the class schedule which means 2 days a week during 6 weeks. It will be carried out with the support of the classroom teacher and expecting that the complementary material will make the students actively involved since the more engaged they are, the more progress they will have.

6.7.1 Evaluation

This proposal is based on the development of English language vocabulary, specifically on the accurate and effective use and choice of nouns, adjectives and verbs in the following aspects: determining the meaning from context, considering proper word order in the sentence and using the correct verb tense or form. The students will be evaluated according to the proposed criteria and they will be scored over 10 according to the regulation of the Ministry of Education.

6.8 Administration of the proposal

The manual of complementary material for the development of English language vocabulary is addressed to the students of first year BGU at Felix A. Granja High

School of Simiatug, Bolivar. The proposal will be implemented by the researcher with the support of the classroom teacher during 6 weeks of the first term of school year 2017-2018.

The current proposal will be applied during the English class which means 5 days a week (1 hour a day) during 6 weeks, according to the class schedule. Before and after the implementation, a pre test and a post test will be conducted in order to measure the level of reading and writing vocabulary proficiency in Nouns, Adjectives and Verbs acquired by the students after using the complementary material.

6.9 Proposal Evaluation

Once the manual of complementary material for the development of English language vocabulary has been applied in the English classes of first year BGU at Felix A. Granja High School of Simiatug, Bolivar, the proposal evaluation must be considered to determine the influence of complementary material in the development of English language vocabulary in the students.

The evaluation process of this proposal is presented in the following table:

Table 25
Proposal evaluation process

MAIN QUESTIONS	OBSERVATIONS
What?	The effectiveness of the manual
What for?	To implement the proposal in the future
Why?	To verify feasibility
Who evaluates?	The students
When?	At the end of the implementation
How?	Answering questions
With what?	Questionnaire

Source Direct Research

Finally, the manual of complementary material for the development of English language vocabulary of first year BGU students at Felix A. Granja High School of Simiatug, Bolivar consists of the following parts:

Table 26
Parts of the proposal

PARTS	DESCRIPTION
Cover	It contains the title of the proposal
Objectives	Describe the proposal goals
Strategies	06 activities for the students including their lesson plans and assessment rubrics
Bibliography	List of the consulted sources

Source Direct Research

Teacher's manual

Complementary Material for the development of English language vocabulary

A
/ei/

B
/bi/

Hello students!

C
/ci/

D
/di/

Hello teacher



OBJECTIVES

General Objective

To offer complementary material that facilitates the development of English language vocabulary of first year BGU students.

Specific Objectives

- To enlarge teachers' teaching strategies in order to make English lessons more entertaining and attractive for students.
- To help students comprehend and use vocabulary in order to understand their context in the Student's Book Level A2.2
- To help students make broad, accurate and effective use and choice of nouns, adjectives and verbs.
- To develop students' autonomy and independence and to facilitate meaningful vocabulary learning.
- To encourage students active engagement in the teaching-learning process.

Author's note:

This manual was elaborated as an aid for first year BGU teachers and students. It offers strategies that facilitate the development of English language vocabulary. The strategies and vocabulary proposed are based on the English Student's Book Level A2.2 proposed by the Ministry of Education of Ecuador. The strategies do not have to be applied in everyday classes but at the beginning of every unit to facilitate students' vocabulary comprehension and use; ensuring that learners perform better in language practice provided by the textbook. It is important to mention that this manual contains flexible teaching-learning strategies that could be adapted to any type of vocabulary. Teachers and students are highly recommended to apply this proposal which will bring some positive changes to the current approach.

Diana Yupa

**UNIDAD EDUCATIVA
FÉLIX A. GRANJA
SIMIÁGTUG, BOLÍVAR**

INFORMATIVE DATA

TEACHER: Lic. Diana Yupa
SCHOOL YEAR: 2017-2018
COURSE: First Year BGU

AREA: ENGLISH
SUBJECT: _____
PARALLEL: _____

DATE:	TIME: 35 minutes	GROUP: 19 women and 16 men	N° OF STUDENTS: 35
Aims: Vocabulary development (Adjectives)			
Unit 1: Inspirational people			
Objectives: Ss. will be able to talk about styles, personality types, preferences and interests. Ss. will learn words to describe others and themselves while engaging in activities to practice their new knowledge. Ss. will practice the sequence of letters in the words to include in the puzzle grid with the correct spelling of given words.			
Assessment: To solve a Crossword Puzzle (controlled and guided activity)			
Anticipated problems: Difficulty to understand new words' meaning. Solution: Make Ss. practice and realize the use of the different presented vocabulary.			
Materials: Crossword worksheets, pencils, erasers, and bilingual and monolingual dictionaries.			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
30 minutes	<ul style="list-style-type: none"> - T. divides Ss. into pairs. - T. passes out the Crossword worksheets and the students' resources which contain the guidelines to solve the puzzle. - T. explains to Ss. that these are specific character and personality adjectives related to the topic inspirational people's lives. - T. asks Ss. to complete the Crossword Puzzle. - T. asks Ss. to look up a word in a dictionary if they are not sure of its meaning. -T. reinforces and answers any Ss. doubts. 	<ul style="list-style-type: none"> -Ss. ask the T. any doubt. -Ss. solve the Crossword Puzzle and look up a word in a dictionary if they are not sure of its meaning. -Ss. check their answers. 	<ul style="list-style-type: none"> -Ss. can use appropriate vocabulary when talking about character and personalities. -Ss. can share personal opinions about different people's personalities.
Additional possibilities: Ss. may work with different character and personality adjectives apart from the presented on the list.			
Homework: Write an acrostic about a friend or a relative based on her/his personality. Make sure you use character and personality adjectives.			

Unit 1: INSPIRATIONAL PEOPLE

Strategy N° 1: Crossword Puzzle

Description of the strategy:

A crossword puzzle is a word game whose objective is to figure out the answers to clues and write the words into numbered squares that go across and down. Crossword puzzles help to build brain power and bolster reasoning skills. They are entertaining, educating and keep students engaged and interested in learning new words.

Skill: Vocabulary development (Adjectives).

Topic: Character and personality adjectives

Time: 30 minutes.

Resources: Crossword worksheets, pencils, erasers, and bilingual and monolingual dictionaries.

Objectives: Students will use the key terms' meanings and will practice the sequence of letters in the words to include in the puzzle with the correct spelling of words.

Guidelines:

Step 1: Divide students into pairs.

Step 2: Pass out the Crossword worksheets and the students' resources which contain the guidelines to solve the puzzle.

Step 3: Explain to students that these are specific adjectives related to the topic styles, personality types and attitudes.

Step 4: Have students complete the Crossword.

Step 5: Have students look up a word in a dictionary if they are not sure of its meaning.

Step 6: Answer any students' doubts.

Students' Names: _____ Date: _____

**Character and Personality Adjectives
Crossword Puzzle**

Carefully read the clues provided in order to figure out which words are hidden in the puzzle. Then, write the words into the numbered squares that go across and down.

ACROSS

1 2 3 4 5 6 7 8 9 10 12 14 15

1. Someone with a cheerful and positive attitude to life
3. Someone who talks a lot
4. Fashionably elegant and sophisticated
6. An energetic and unpredictable person
7. Someone who is very outgoing
10. A person who is keen to get on in life
12. A very polite, friendly, and likeable person
14. Used to describe someone who is very brave
15. Somebody who attracts other people, and who is good at getting people's attention

DOWN

2. Someone who is clever and good at learning
5. Someone who knows a lot about modern technology, especially computers
8. Very fashionable or up to date
9. Someone who is very loving
11. Wholeheartedly dedicated
13. Someone who is very sociable

ANSWER KEY

Character and Personality Adjectives

Crossword Puzzle

1 U P B E A T

2 R

3 T A L K A T I V E

4 S T Y L I S H

5 N

6 L I V E W I R E

7 E X T R O V E R T E D

8 R

9 M I T I O U S

10 F T

11 C O M M I

12 C H A R M I N G

13 R E G A R D I

14 C O U R A G E O U S

15 C H A R I S M A T I C

16 Y D Y

ASSESSMENT RUBRIC FOR STRATEGY N° 1

SOLVE A CROSSWORD PUZZLE

Students' names: _____

Criteria (Nouns)	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10	Mark
Numbers of words	Include less than 5 words in the puzzle	Include between 6 or 9 words in the puzzle	Include 10 or 12 words in the puzzle	Include between 13 and 14 words in the puzzle	Include 15 words in the puzzle	
Knowledge gained	Cannot make accurate and effective use of adjectives	Make accurate and effective use of a few adjectives	Make accurate and effective use of some adjectives	Make accurate and effective use of the most of the adjectives	Make accurate and effective use of all adjectives	

Comments: _____

UNIDAD EDUCATIVA
FÉLIX A. GRANJA
SIMIÁGTUG, BOLÍVAR

INFORMATIVE DATA

TEACHER: Lic. Diana Yupa
SCHOOL YEAR: 2017-2018
COURSE: First Year BGU

AREA: ENGLISH
SUBJECT: _____
PARALLEL: _____

DATE:	TIME: 35 minutes	GROUP: 19 women and 16 men	N° OF STUDENTS: 35
Recent topic work: Vocabulary: Character and personality adjectives		Recent language work: Crossword puzzle	
Aims: Vocabulary development (Nouns)			
Unit 2: Experience Culture			
Objectives: Ss. will be able to talk about your most significant learning experiences in the context of cultural literacy. Ss. will learn different nouns to talk about learning activities for teens.			
Assessment: To make a memory game (controlled and guided activity)			
Anticipated problems: Difficulty to understand new words' meaning.			
Solution: Make Ss. practice and realize the use of the different presented vocabulary.			
Materials: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS

<p>90 minutes</p>	<ul style="list-style-type: none"> - T. divides Ss. into groups of three people. - T. explains to Ss. that they will make a memory game of 15 learning activities for teens. - T. passes out the students' resources which contain the 15 key vocabulary list. - T. explains to Ss. that they will design 30 cards: 15 text cards with the infinitive form of the verbs and 15 image cards with corresponding images for those verbs. - T. tells Ss. they will also design a box to store the cards. - T. clarifies that the memory game will be students' original work and they will make an effort to make it visually appealing and without spelling mistakes. - T. asks Ss. to look up a word in a dictionary if they are not sure of its meaning. -T. reinforces and answers any Ss. doubts. 	<ul style="list-style-type: none"> -Ss. look up a word in a dictionary if they are not sure of its meaning. -Ss. design the matching cards. -Ss. design the box to store the cards. -Ss. ask the T. any doubt. -Ss. play with their memory games 	<ul style="list-style-type: none"> -Ss. can use appropriate vocabulary when talking about learning activities for teens. -Ss. can share personal opinions about a person's experiences, preferences and interests.
<p>Additional possibilities: Ss. may include another activity apart from the presented on the list.</p>			
<p>Homework: Ss. will write at least 6 sentences recommending their favorite learning activity for teens.</p>			

Unit 2: EXPERIENCE CULTURE

Strategy N° 2: Make a Memory Game

Description of the strategy:

Matching cards memory games constitute a great tool for presenting, practicing and revising new vocabulary. They allow students improving spelling, reading, listening and word recognition skills. Consequently, this game is very popular as a vocabulary teaching strategy. One way to engage students and make it more meaningful is to encourage them to make their own memory game and then they will be able to play it.

Skill: Vocabulary development (Nouns).

Topic: Nouns related to learning activities for teens.

Time: 90 minutes.

Resources: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.

Objectives: The making of this Memory Game by the students constitutes a great opportunity for learning vocabulary while matching the words with corresponding images and practicing spelling skills in English.

Guidelines:

Step 1: Divide students into groups of 3 people.

Step 2: Explain to students that they will make a memory game of learning activities for teens.

Step 3: Pass out the students' resources which contain the following key vocabulary list to make the Memory Game:

- | | | |
|--------------|---------------|----------------------|
| 1. Book | 6. Conference | 11. Martial Art |
| 2. Movie | 7. Campaign | 12. Drawing |
| 3. Traveling | 8. Workshop | 13. Dancing |
| 4. Museum | 9. Sport | 14. Cooking |
| 5. Exhibit | 10. Music | 15. Learning English |

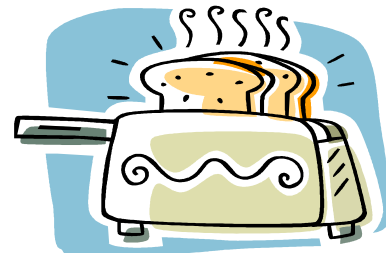
Step 4: Explain to students that they will design 30 cards: 15 text cards with the learning activities and 15 image cards with corresponding pictures for those activities.

For instance:

SPORT



COOKING



CONFERENCE



MUSIC



Step 5: Tell students that they will also design a box to store the cards.

Step 6: Clarify that the memory game will be students' original work and they will make an effort to make it visually appealing and without spelling mistakes.

Step 7: Have students look up a word in a dictionary if they are not sure of its meaning.

Step 8: Answer any students' doubts.

Step 9: Once the Memory Games are ready, it is time to play.

**ASSESSMENT RUBRIC FOR STRATEGY N° 2
MAKE YOUR OWN MEMORY GAME**

Students' names: _____

Criteria (Nouns)	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10	Mark
Number of cards	Memory game includes less than 5 pairs of matching cards or more	Memory game includes between 6 and 8 pairs of matching cards or more	Memory game includes between 9 and 11 pairs of matching cards or more	Memory game includes between 12 and 14 pairs of matching cards or more	Memory game includes 15 pairs of matching cards or more	
Words spelling	All words used in the memory game are not properly spelled	A few words used in the memory game are properly spelled	Some words used in the memory game are properly spelled	The most of the words used in the memory game are properly spelled	All words used in the memory game are properly spelled	
Matching images	Come up with less than 5 accurate matching images	Come up with 6, 7 or 8 accurate matching images	Come up with 9, 10 or 11 accurate matching images	Come up with 12, 13 or 14 accurate matching images	Come up with 15 or more accurate matching images	
Visual presentation	Colors, images and text of the cards and the box are not visually appealing	Colors, images and text of the cards and the box are not very visually appealing	Colors, images and text visual appeal of the cards and the box is adequate	Colors, images and text of the cards and the box are visually appealing	Colors, images and text of the cards and the box are overall visually appealing	

Comments: _____

UNIDAD EDUCATIVA
FÉLIX A. GRANJA
SIMIÁGTUG, BOLÍVAR

INFORMATIVE DATA

TEACHER: Lic. Diana Yupa **AREA:** ENGLISH
SCHOOL YEAR: 2017-2018 **SUBJECT:** _____
COURSE: First Year BGU **PARALLEL:** _____

DATE:	TIME: 35 minutes	GROUP: 19 women and 16 men	N° OF STUDENTS: 35
Recent topic: Vocabulary nouns related to learning activities for teens		Recent language work: Memory game	
Aims: Vocabulary development (Adjectives)			
Unit 3: Story Time			
Objectives: Ss. will be able to tell stories and reflect on their messages. Ss. will learn words for storytelling while engaging in activities to practice their new knowledge. Ss. will practice comparing the sequence of letters in the word search grid with the correct spelling of given words.			
Assessment: To solve a Word Search Puzzle (controlled and guided activity)			
Anticipated problems: Difficulty to understand new words' meaning.			
Solution: Make Ss. practice and realize the use of the different presented vocabulary.			
Materials: Word Search worksheets, pencils, erasers, and bilingual and monolingual dictionaries.			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
30 minutes	<ul style="list-style-type: none"> - T. divides Ss. into pairs. - T. passes out the Word Search worksheets and the students' resources which contain the guidelines to solve the puzzle. - T. explains to Ss. that these are specific nouns related to the topic inspirational people's lives. - T. asks Ss. to complete the Word Search Puzzle. 	<ul style="list-style-type: none"> -Ss. ask the T. any doubt. -Ss. solve the Word Search Puzzle and look up a word in a dictionary if they are not sure of its meaning. -Ss. check their answers. 	<ul style="list-style-type: none"> -Ss. can use appropriate vocabulary when telling stories. -Ss. can accurately describe people, places and experiences.

	- T. asks Ss. to look up a word in a dictionary if they are not sure of its meaning. -T. reinforces and answers any Ss. doubts.		
Additional possibilities: Ss. will work in an extra sheet of paper			
Homework: Students will write a paragraph telling a story and using the adjectives previously learnt.			

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D
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Unit 3: STORY TIME

Strategy N° 3: Word Search Puzzle

Description of the strategy:

A word search, also known as word find, word seek, wonder word or mystery word puzzle is a word game that consists of a group of words hidden in a grid full of randomly placed letters. The words may be placed horizontally, vertically, or diagonally. The objective of the puzzle is to find and mark all the words hidden inside the grid. Students can learn new words and their spellings by intensively searching for them, letter by letter, in the puzzle.

Skill: Vocabulary development (Adjectives).

Topic: Adjectives for storyteller.

Time: 30 minutes.

Resources: Word Search worksheets, pencils, erasers, and bilingual and monolingual dictionaries.

Objectives: Students will use the key terms' meanings and will practice comparing the sequence of letters in the word search grid with the correct spelling of given words.

Guidelines:

Step 1: Divide students into pairs.

Step 2: Pass out the Crossword worksheets and the students' resources which contain the guidelines to solve the puzzle.

Step 3: Explain to students that these are specific adjectives related to the topic storytelling.

Step 4: Have students complete the Word Search.

Step 5: Have students look up a word in a dictionary if they are not sure of its meaning.

Step 6: Answer any students' doubts.

Students' Names: _____ Date: _____

Adjectives for storyteller

Word Search Puzzle

Find the listed hidden words in the grid, running in one of eight possible directions horizontally, vertically or diagonally, and forwards and backwards.

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

- | | | |
|--------------|---------------|---------------|
| 1. Creepy | 6. Mysterious | 11. Awful |
| 2. Scary | 7. Strange | 12. Huge |
| 3. Magical | 8. Brave | 13. Lovely |
| 4. Beautiful | 9. Amazing | 14. Dangerous |
| 5. Ugly | 10. Evil | 15. Kind |

ANSWER KEY

Adjectives for storyteller

Word Search Puzzle

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

1. Creepy
2. Scary
3. Magical
4. Beautiful
5. Ugly
6. Mysterious
7. Strange
8. Brave
9. Amazing
10. Evil
11. Awful
12. Huge
13. Lovely
14. Dangerous
15. Kind

ASSESSMENT RUBRIC FOR STRATEGY N° 3

WORD SEARCH PUZZLE

Students' names: _____

Comments: _____

Criteria (Nouns)	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10	Mark
Numbers of words	Find less than 5 words in the puzzle	Find at less between 6 and 9 words in the puzzle.	Find at less between 10 and 13 words in the puzzle.	Find 14 words in the puzzle.	Find 15 words in the puzzle.	
Knowledge gained	cannot easily and correctly define most words used in the puzzle	can easily and correctly define a few words used in the puzzle	can easily and correctly define some words used in the puzzle	can easily and correctly define the most of the words used in the puzzle	can easily and correctly define all words used in the puzzle	

**UNIDAD EDUCATIVA
FÉLIX A. GRANJA
SIMIÁGTUG, BOLÍVAR**

AREA: ENGLISH
SUBJECT: _____
PARALLEL: _____

INFORMATIVE DATA

TEACHER: Lic. Diana Yupa
SCHOOL YEAR: 2017-2018
COURSE: First Year BGU

DATE:	TIME: 35 minutes	GROUP: 19 women and 16 men	N° OF STUDENTS: 35
Recent topic work: Vocabulary: Adjectives for storyteller		Recent language work: Word Search puzzle	
Aims: Vocabulary development (Nouns)			
Unit 4: Traveling the world			
Objectives: Ss. will be able to describe, compare and give opinions about travelers and touristic activities. Ss. will learn different nouns to talk about learning activities for teens.			
Assessment: To make a domino game (controlled and guided activity)			
Anticipated problems: Difficulty to understand new words' meaning.			
Solution: Make Ss. practice and realize the use of the different presented vocabulary.			
Materials: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
90 minutes	<ul style="list-style-type: none"> - T. divides Ss. into groups of three people. - T. explains to Ss. that they will make a domino game of 15 touristic activities. - T. passes out the students' resources which contain the 15 key vocabulary list. - T. explains to Ss. that they will design 15 domino cards combining nouns related to touristic activities and their definitions. - T. tells Ss. they will also design a box to store the cards. 	<ul style="list-style-type: none"> -Ss. look up a word in a dictionary if they are not sure of its meaning. -Ss. design the matching cards. -Ss. design the box to store the cards. -Ss. ask the T. any doubt. 	<ul style="list-style-type: none"> -Ss. can use appropriate vocabulary when talking about touristic activities. -Ss. can share personal opinions about travels, touristic activities,

	<ul style="list-style-type: none"> - T. clarifies that the domino game will be students' original work and they will make an effort to make it visually appealing and without spelling mistakes. - T. asks Ss. to look up a word in a dictionary if they are not sure of its meaning. -T. reinforces and answers any Ss. doubts. 	<p>-Ss. play with their domino games</p>	<p>preferences and interests.</p>
<p>Additional possibilities: Ss. may include other touristic activities apart from the presented on the list.</p>			
<p>Homework: Ss. will choose a place they would like to visit and they will write a paragraph about it and the touristic activities they would be interested in.</p>			

Unit 4: TRAVELING THE WORLD

Strategy N° 4: Make a Domino Game

Description of the strategy:

This strategy is based on the traditional domino game except that students play using matches in language rather than numbers. The making of this Domino Game by the students constitutes a great opportunity for learning vocabulary while matching the words with corresponding definitions and practicing spelling skills in English.

Skill: Vocabulary development (Nouns).

Topic: Touristic activities.

Time: 90 minutes.

Resources: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.

Objectives: This strategy encourages students mastering vocabulary through game. It requires them to think which one of the definitions is appropriate to the word.

Guidelines:

Step 1: Divide students into groups of 3 people.

Step 2: Explain to students that they will make a domino game of touristic activities.

Step 3: Pass out the students' resources which contain the following key vocabulary list to make the domino game:

- | | | |
|-------------|----------------|----------------------------|
| 1. Kayaking | 6. Snorkeling | 11. Fishing |
| 2. Hiking | 7. Windsurfing | 12. Horseback ridding |
| 3. Trekking | 8. Camping | 13. Swimming with dolphins |
| 4. Climbing | 9. Biking | 14. Sightseeing |
| 5. Canoeing | 10. Rafting | 15. Scuba diving |

Step 4: Explain to students that they will design 15 domino cards combining nouns related to touristic activities and their definitions.

Note: Ask them not to write a word and its definition on the same card, otherwise they cannot be matched up.

For instance:

HIKING	the use of a kayak for moving across water
--------	--

KAYAKING	going outside and taking a walk in nature, especially across country or in the woods
----------	--

Step 5: Tell that they design a the cards.

FISHING	swimming under water observing the underwater depths with the aid of a snorkel
---------	--

students will also box to store

Step 6:

Clarify that the domino game will be students' original work and they will make an effort to make it visually appealing and without spelling mistakes.

Step 7:

students word in a they are not meaning.

SNORKELING	the recreational activity or sport of catching fish
------------	---

Have look up a dictionary if sure of its

Step 8: Answer any students' doubts.

Step 9: Once the domino games are ready, it is time to play.

B
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C
/ci/

BIKING	spending one or several nights outdoors at a campsite in a tent to enjoy nature
--------	---

CAMPING	using bicycles for transport, recreation, exercise or sport
---------	---

**ASSESSMENT RUBRIC FOR STRATEGY N° 4
MAKE YOUR OWN DOMINO GAME**

Students' names: _____

Criteria (Nouns)	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10	Mark
Number of cards	Domino game includes less than 5 pairs of matching cards or more	Domino game includes between 6 and 8 pairs of matching cards or more	Domino game includes between 9 and 11 pairs of matching cards or more	Domino game includes between 12 and 14 pairs of matching cards or more	Domino game includes 15 pairs of matching cards or more	
Words spelling	All words used in the domino game are not properly spelled	A few words used in the domino game are properly spelled	Some words used in the domino game are properly spelled	The most of the words used in the domino game are properly spelled	All words used in the domino game are properly spelled	
Matching definitions	Come up with less than 5 accurate matching definitions	Come up with 6, 7 or 8 accurate matching definitions	Come up with 9, 10 or 11 accurate matching definitions	Come up with 12, 13 or 14 accurate matching definitions	Come up with 15 or more accurate matching definitions	
Visual presentation	Colors and text of the cards and the box are not visually appealing	Colors and text of the cards and the box are not very visually appealing	Colors and text visual appeal of the cards and the box is adequate	Colors and text of the cards and the box are visually appealing	Colors and text of the cards and the box are overall visually appealing	

Comments: _____




UNIDAD EDUCATIVA
FÉLIX A. GRANJA
SIMIÁGTUG, BOLÍVAR

INFORMATIVE DATA

TEACHER: Lic. Diana Yupa
SCHOOL YEAR: 2017-2018
COURSE: First Year BGU

AREA: ENGLISH
SUBJECT: _____
PARALLEL: _____

DATE:	TIME: 35 minutes	GROUP: 19 women and 16 men	N° OF STUDENTS: 35
Recent topic work:		Recent language work:	
Aims: Vocabulary development (Verbs)			
Unit 5: News Media			
Objectives: Ss. will be able to report news about general interest topics and major disasters Ss. will use regular and irregular verbs correctly. Ss. will demonstrate understanding of verb tense and form.			
Assessment: To make a verb list (controlled and guided activity)			
Anticipated problems: Difficulty to understand new words' meaning.			
Solution: Make Ss. practice and realize the use of the different presented vocabulary.			
Materials: Pieces of paper, pencils with eraser, rulers, crayons and bilingual and monolingual dictionaries.			
TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
30 minutes	<ul style="list-style-type: none"> - T. divides Ss. into pairs. - T. explain to Ss. that they will make a list of 15 common English verbs in two tables where they will divide the verbs into "regular" and "irregular" depending on their past simple form. - T. draws in the whiteboard the attached tables and fills them in with a couple of verbs to exemplify to Ss. what they are supposed to do in the Regular Verbs table and the Irregular Verbs table. - T. passes out the students' resources which contain a 15 verb list where regular and irregular verbs are mixed. 	<ul style="list-style-type: none"> -Ss. fill the tables in with the verbs in the list separating regular verbs from irregular verbs. -Ss. look up a word in a dictionary if they are not sure of its meaning. -Ss. ask the T. any doubt. 	<ul style="list-style-type: none"> -Ss. can use appropriate vocabulary when talking about inspirational people's lives -Ss. can share personal opinions

	<p>- T. asks Ss. to look up a word in a dictionary if they are not sure of its meaning. -T. reinforces and answers any Ss. doubts.</p>		<p>about a person's experiences, preferences and interests.</p> 
<p>Additional possibilities: Ss. may use other verbs apart from the presented on the list.</p>			
<p>Homework: Add more regular and irregular verbs to the list and practice their different tenses and forms.</p>			



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Unit 5: NEWS MEDIA

Strategy N° 5: Make your own Verb List

Description of the strategy:

Proper use of verbs is very important to communicate effectively in a foreign language but the huge quantity of verbs is a challenge for anyone learning English. When learning verbs in a foreign language, learners usually use mnemonic strategies that help them to memorize so much information, and verb lists are one of the most popular strategies in textbooks or websites. To take this strategy to the next level, this time students will make their own list of 15 verbs (regular and irregular). As nothing beats practicing, this list will allow students not only to learn or revise the meaning of a verb but also to learn its different tenses and forms as well. For example, they will not just learn that “to fly” means “volar” in Spanish, they will also learn that its simple past tense is “flew” and its past participle is “flown”.

Skill: Vocabulary development (Verbs).

Topic: Verb tenses and forms.

Time: 30 minutes.

Resources: Pieces of paper, pencils, erasers, rulers, crayons and bilingual and monolingual dictionaries.

Objectives: The making of this list of 15 common verbs by the students constitutes a great opportunity for learning vocabulary while consolidating different verb tenses and forms and practicing spelling skills in English.

Guidelines:

Step 1: Divide students into pairs.

Step 2: Explain to students that they will make a list of 15 common English verbs in two tables where they will divide the verbs into “regular” and “irregular” depending on their past simple form. The tables will include 7 columns with the following verb tenses and forms: Spanish Infinitive, English Infinitive, Simple present (I/ you/ we/they), Simple present (She/He/It), Simple past, past participle and -Ing form.

Step 3: In the whiteboard, draw the attached tables and fill them in with a couple of verbs to exemplify to students what they are supposed to do in the Regular Verbs table and the Irregular Verbs table.

Step 4: Pass out the students’ resources which contain the following 15 verb list where regular and irregular verbs are mixed:

- | | | |
|----------------|--------------|-------------|
| 1. To rescue | 6. To find | 11. To look |
| 2. To evacuate | 7. To help | 12. To know |
| 3. To care | 8. To share | 13. To make |
| 4. To keep | 9. To become | 14. To do |
| 5. To take | 10. To have | 15. To be |

Students will fill the tables in with them separating regular verbs from irregular verbs (they may include more verbs if they want to).

Step 5: Have students look up a word in a dictionary if they are not sure of its meaning.

Step 6: Answer any students’ doubts.

REGULAR VERBS						
Spanish Infinitive	English Infinitive	Simple Present (I/ you/ we/they)	Simple Present (She/He/It)	Simple Past	Past Participle	-Ing form
Trabajar	To work	work	works	worked	worked	working
Estudiar	To study	Study	Studies	Studied	Studied	Studying

IRREGULAR VERBS						
Spanish Infinitive	English Infinitive	Simple Present (I/ you/ we/they)	Simple Present (She/He/It)	Simple Past	Past Participle	-Ing form
Nadar	To swim	Swim	Swims	Swam	Swum	Swimming
Dibujar	To draw	Draw	Draws	Drew	Drawn	Drawing

**ASSESSMENT RUBRIC FOR STRATEGY N° 5
MAKE YOUR OWN VERB LIST**

Students' names: _____

Comments: _____

Criteria	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10	Mark
Numbers of verbs	List includes less than 5 verbs	List includes between 6 and 9 verbs	List includes between 10 and 13 verbs	List includes 14 verbs	List includes 15 verbs or more	
Verbs spelling	All verbs in the list are not properly spelled	A few verbs in the list are properly spelled	Some verbs in the list are properly spelled	The most of the verbs in the list are properly spelled	All verbs in the list are properly spelled	
Verbs tense and form accuracy	Has too many grammar errors in verbs tense and form	Has several grammar errors in verbs tense and form	Has some grammar errors in verbs tense and form	Has minor grammar errors in verbs tense and form	All verbs tense and form are grammatically correct	
Verbs meaning	Too many mistakes in the meaning in Spanish of verbs used in the list	Accurate meaning in Spanish of a few verbs used in the list	Accurate meaning in Spanish of some verbs used in the list	Accurate meaning in Spanish of the most of the verbs used in the list	Accurate meaning in Spanish of all verbs used in the list	

Unit 6: A TECH-WORLD

Strategy N° 6: Phrasal Verbs Bingo Game

Description of the strategy:

The classic bingo is a versatile game that can be applied in the classrooms, and it is especially useful for language teachers. It facilitates student-centered teaching by asking students to complete their own bingo cards while learning phrasal verbs and practicing spelling skills in English.

Skill: Vocabulary development (Verbs).

Topic: Phrasal verbs.

Time: 90 minutes.

Resources: Teacher's cards sets, students' bingo cards to complete, pencils, erasers, and bilingual and monolingual dictionaries.

Objectives: This strategy constitutes a great opportunity for learning phrasal verbs vocabulary while matching the verbs with their corresponding particles.

Guidelines:

Step 1: Divide students into groups of 5 people.

Step 2: Explain to students that they will play a bingo game of phrasal verbs.

Step 3: In the whiteboard, write down the following key vocabulary list to complete the bingo game cards:

- | | | |
|---------------|--------------|----------------|
| 1. Switch on | 6. Sign out | 11. Check in |
| 2. Switch off | 7. Get into | 12. Check out |
| 3. Turn on | 8. Dress up | 13. Get over |
| 4. Turn down | 9. Call back | 14. Figure out |
| 5. Sign in | 10. Find out | 15. Give up |

Step 4: Make sure students know the meaning of each phrasal verb by asking them to supply definitions, or having them look up a word in a dictionary if they are not sure of its meaning.

Step 5: Explain to students that before playing they will complete their own phrasal verbs bingo cards with the corresponding particles of the verbs in the key vocabulary list.

Step 6: Answer any students' doubts.

Step 7: Pass out the students' resources which contain the guidelines to play.

Step 8: Ask every student to complete her/his bingo card. Then, students choose 12 particles of the verbs in the key vocabulary list to fill in the grids and place them randomly (ON / OFF / ON / DOWN / IN / OUT / INTO / UP / BACK / OUT / IN / OUT / OVER / OUT / UP). Thus, each card will be unique.

PHRASAL VERBS BINGO			

For instance:

/dil

Step 9: Once the bingo cards are ready, it is time to play.

PHRASAL VERBS BINGO			
OUT	ON	UP	OVER
BACK	INTO	OFF	OUT
DOWN	IN	OVER	ON
OFF	OUT	UP	IN

Step 10: Previously, cut the following **teacher's cards**. Shuffle the teacher's cards and place them face-down in front of you.

SWITCH	SWITCH	TURN	TURN	SIGN
SING	GET	DRESS	CALL	FIND
CHECK	CHECK	GET	FIGURE	GIVE

Step 11: Take the top teacher's card and call out what it says, e.g. call out the verb: "GIVE" and if any of the students have the matching particle for that verb, she/he

crosses it out on her/his card, e.g. "UP". Students will need to use pieces of paper to cover, or a pencil to mark, items on their cards during this game.

Step 12: Continue through the pile of teacher's cards. The first player whose card has four crossed-out words across, down, or diagonally shouts BINGO. She/He is the winner.

Note: Teacher may prepare several teacher's cards sets and give one of them to each group of students for them to play without teacher direct participation.

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FORMATIVE ASSESSMENT RUBRIC FOR STRATEGY N° 6

PHRASAL VERBS BINGO GAME

Student's name: _____

Mark each trait with an "X" to indicate it is a "strength," it "needs improvement", or it is "neutral"

Criteria	follows teacher's directions	is able to effectively participate and play the game incorporating the knowledge gained	expected behavior, sets a positive example for classmates	can easily and correctly define phrasal verbs in the list
Strength				
Neutral				
Needs improvement				

Comments: _____

Student's resources

Complementary Material for the development of English language vocabulary

A /ei/

B /bi/

Hello students!

C /ci/

D /di/

Hello teacher



OBJECTIVES

General Objective

To offer complementary material that facilitates the development of English language vocabulary of first year BGU students.

Specific Objectives

- To enlarge teachers' teaching strategies in order to make English lessons more entertaining and attractive for students.
- To help students comprehend and use vocabulary in order to understand their context in the Student's Book Level A2.2
- To help students make broad, accurate and effective use and choice of nouns, adjectives and verbs.
- To develop students' autonomy and independence and to facilitate meaningful vocabulary learning.
- To encourage students active engagement in the teaching-learning process.

Author's note:

This manual was elaborated as an aid for first year BGU teachers and students. It offers strategies that facilitate the development of English language vocabulary. The strategies and vocabulary proposed are based on the English Student's Book Level A2.2 proposed by the Ministry of Education of Ecuador. The strategies do not have to be applied in everyday classes but at the beginning of every unit to facilitate students' vocabulary comprehension and use; ensuring that learners perform better in language practice provided by the textbook. It is important to mention that this manual contains flexible teaching-learning strategies that could be adapted to any type of vocabulary. Teachers and students are highly recommended to apply this proposal which will bring some positive changes to the current approach.

Diana Yupa

Unit 1: INSPIRATIONAL PEOPLE

Strategy N° 1: Crossword Puzzle

Resources: Crossword worksheets, pencils, erasers, and bilingual and monolingual dictionaries.

Guidelines:

Step 1: Gather into pairs.

Step 2: Carefully read the clues provided in order to figure out which words are hidden in the puzzle.

Step 3: Write the words into the numbered squares that go across and down.

Step 4: Find new vocabulary in the dictionary.

Example: Clever: mentally bright / having sharp or quick intelligence.

Step 5: Ask the teacher any doubt.

Step 6: Check your answers.

Crossword Puzzle

Students' Names: _____ Date: _____

Character and Personality Adjectives

Carefully read the clues provided in order to figure out which words are hidden in the puzzle. Then, write the words into the numbered squares that go across and down.

The crossword puzzle grid is composed of white squares for letters and grey squares for empty space. The numbered starting points are as follows:

- 1**: Down, 10 squares
- 2**: Down, 10 squares
- 3**: Across, 10 squares
- 4**: Across, 6 squares
- 5**: Down, 4 squares
- 6**: Across, 8 squares
- 7**: Across, 10 squares
- 8**: Down, 4 squares
- 9**: Across, 10 squares
- 10**: Down, 4 squares
- 11**: Down, 6 squares
- 14**: Across, 10 squares
- 15**: Across, 10 squares

ACROSS

- Someone with a cheerful and positive attitude to life

3. Someone who talks a lot
4. Fashionably elegant and sophisticated
6. An energetic and unpredictable person
7. Someone who is very outgoing
10. A person who is keen to get on in life
12. A very polite, friendly, and likeable person
14. Used to describe someone who is very brave
15. Somebody who attracts other people, and who is good at getting people's attention

DOWN

2. Someone who is clever and good at learning
5. Someone who knows a lot about modern technology, especially computers
8. Very fashionable or up to date
9. Someone who is very loving
11. Wholeheartedly dedicated
13. Someone who is very sociable

Unit 2: EXPERIENCE CULTURE

Strategy N° 2: Make a Memory Game

Resources: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.

Step 1: Gather into groups of 3.

Step 2: Use the following key vocabulary list of learning activities for teens to make the Memory Game. Look up a word in a dictionary if you are not sure of its meaning.

- | | | |
|---------------|---------------|----------------------|
| 1. Book | 6. Conference | 11. Martial Art |
| 2. Movie | 7. Campaign | 12. Drawing |
| 3. Traveling | 8. Workshop | 13. Dancing |
| 4. Museum | 9. Sport | 14. Cooking |
| 5. Exhibition | 10. Music | 15. Learning English |

Example: Exhibition: publicly displaying of a work of art or an item of interest in an art gallery or museum or at a trade fair.

Step 3: Design 30 cards: 15 text cards with the infinitive form of the verbs and 15 image cards with corresponding pictures for those verbs.

For instance:

For instance:

SPORT

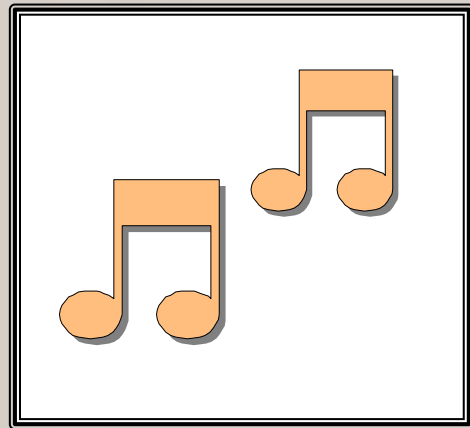
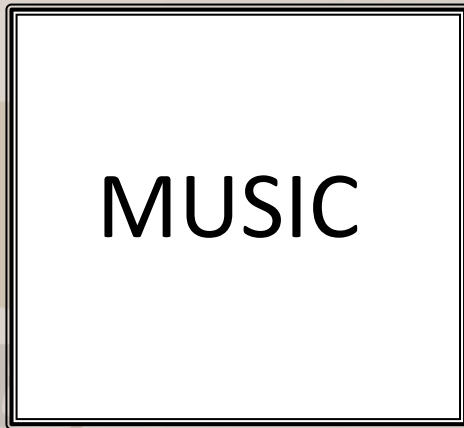


COOKING



CONFERENCE





Step 4: Design a box to store the cards.

Step 5: Take into account that the memory game will be your original work and you should make an effort to make it visually appealing and without spelling mistakes.

Step 6: Ask the teacher any doubt.

Step 7: Once the Memory Game is ready, it is time to play.

How to play:

There are 30 matching cards in the game. 15 of the cards have pictures and the other 15 have learning activities for teens.

Step 1: Shuffle the cards and lay them out in rows face down.

Step 2: Turn over two cards. If they match, take the two cards and have another turn. If they do not match, remember which card was there, turn them back over.

Step 3: It is the next person's turn to flip over two cards. If they match, take the two cards, and have another turn. If they do not match, remember which card was there, and flip the cards back face down. It is that simple! The player with the most matches wins. Then re-shuffle the cards and start all over again.

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Unit 3: STORY TIME

Strategy N° 3: Word Search Puzzle

Resources: Word Search worksheets, pencils, erasers, and bilingual and monolingual dictionaries.

Guidelines:

Step 1: Gather into pairs.

Step 2: Find the listed hidden words in the following puzzle's grid, running in one of eight possible directions horizontally, vertically or diagonally, and forwards and backwards.

Step 3: Compare the sequence of letters in the word search grid with the correct spelling of given words.

Step 4: Find new vocabulary in the dictionary.

Example: kind: a person of a good or benevolent nature or disposition.

Step 5: Ask the teacher any doubt.

Step 6: Check your answers.

Students' Names: _____ Date: _____

Adjectives for storyteller

Word Search Puzzle

Find the listed hidden words in the grid, running in one of eight possible directions horizontally, vertically or diagonally, and forwards and backwards.

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

- | | | |
|--------------|---------------|---------------|
| 1. Creepy | 6. Mysterious | 11. Awful |
| 2. Scary | 7. Strange | 12. Huge |
| 3. Magical | 8. Brave | 13. Lovely |
| 4. Beautiful | 9. Amazing | 14. Dangerous |
| 5. Ugly | 10. Evil | 15. Kind |

Unit 4: TRAVELING THE WORLD

Strategy N° 4: Make a Domino Game

Resources: Pieces of paper and cardboard, rulers, scissors, pencils, erasers, multicolor marker pens and crayons, and bilingual and monolingual dictionaries.

Step 1: Gather into groups of 3 people.

Step 2: Use the following key vocabulary list of touristic activities to make the Domino Game. Look up a word in a dictionary if you are not sure of its meaning.

- | | | |
|-------------|----------------|----------------------------|
| 1. Kayaking | 6. Snorkeling | 11. Fishing |
| 2. Hiking | 7. Windsurfing | 12. Horseback ridding |
| 3. Trekking | 8. Camping | 13. Swimming with dolphins |
| 4. Climbing | 9. Biking | 14. Sightseeing |
| 5. Canoeing | 10. Rafting | 15. Scuba diving |

Example: Kayaking: the use of a kayak for moving across water.

Step 3: Design 15 domino cards combining nouns related to touristic activities and their definitions. Do it by writing the nouns (touristic activities) on the left side and definitions for the words given on the right side of the cards.

Note: Do not write a word and its definition on the same card, otherwise they cannot be matched up.

For instance:

HIKING	the use of a kayak for moving across water
--------	--

Student's resources

KAYAKING	going outside and taking a walk in nature, especially across country or in the woods
----------	--

FISHING	swimming under water observing the underwater depths with the aid of a snorkel
---------	--

SNORKELING	the recreational activity or sport of catching fish
------------	---

BIKING	spending one or several nights outdoors at a campsite in a tent to enjoy nature
--------	---

CAMPING	using bicycles for transport, recreation, exercise or sport
---------	---

Step 4: Design a box to store the cards.

Step 5: Take into account that the domino game will be your original work and you should make an effort to make it visually appealing and without spelling mistakes.

Step 6: Ask the teacher any doubt.

Step 7: Once the Domino Game is ready, it is time to play.

How to play:

There are 15 domino cards combining nouns related to touristic activities and their definitions.

Step 1: Deal out all the domino cards equally among the group. Place one card face-up in the middle of the table as a starter or choose someone to do it.

Step 2: Place the domino cards around the table with anti-clockwise moves. Each player has a turn to put down a card that matches one of the two sides of the domino track that is built up on the table.

Step 3: If a player does not have a suitable card to put down, then she/he misses a turn.

Step 4: The first player to get rid of all her/his domino cards is the winner.

Unit 5: NEWS MEDIA

Strategy N° 5: Make your own Verb List

Resources: Pieces of paper, pencils, erasers, rulers, crayons and bilingual and monolingual dictionaries.

Guidelines:

Step 1: Gather into pairs.

Step 2: Draw the attached tables in a piece of paper. They will include 7 columns with the following verb tenses and forms: Spanish Infinitive, English Infinitive, Simple present (I/ you/ we/they), Simple present (She/He/It), Simple past, past participle and -Ing form.

Step 3: Fill the in the tables with the following 15 verb list where regular and irregular verbs are mixed separating them into “regular” and “irregular” depending on their past simple form.

- | | | |
|----------------|--------------|-------------|
| 1. To rescue | 6. To find | 11. To look |
| 2. To evacuate | 7. To help | 12. To know |
| 3. To care | 8. To share | 13. To make |
| 4. To keep | 9. To become | 14. To do |
| 5. To take | 10. To have | 15. To be |

REGULAR VERBS						
Spanish Infinitive	English Infinitive	Simple Present (I/ you/ we/they)	Simple Present (She/He/It)	Simple Past	Past Participle	-Ing form

IRREGULAR VERBS						
Spanish Infinitive	English Infinitive	Simple Present (I/ you/ we/they)	Simple Present (She/He/It)	Simple Past	Past Participle	-Ing form

Step 4: Look up a word in a dictionary if you are not sure of its meaning.

Example: To evacuate: to move people from a dangerous place to somewhere safe.

Step 5: Ask the teacher any doubt.

Unit 6: A TECH-WORLD

Resources: Teacher's cards sets, students' bingo cards to complete, pencils, erasers, and bilingual and monolingual dictionaries.

Guidelines:

Step 1: Gather into groups of 5 people.

Step 2: Use the following key vocabulary list of phrasal verbs to complete your bingo game card. Look up a word in a dictionary if you are not sure of its meaning.

- | | | |
|----------------------|---------------------|-----------------------|
| 1. Switch on | 6. Sign out | 11. Check in |
| 2. Switch off | 7. Get into | 12. Check out |
| 3. Turn on | 8. Dress up | 13. Get over |
| 4. Turn down | 9. Call back | 14. Figure out |
| 5. Sign in | 10. Find out | 15. Give up |

Example: To figure out: to understand or solve something.

Step 3: before playing, complete your phrasal verbs bingo card with the corresponding particles of the verbs in the key vocabulary list. Choose 12 particles of the verbs in the key vocabulary list to fill in the grids and place them randomly (ON / OFF / ON / DOWN / IN / OUT / INTO / UP / BACK / OUT / IN / OUT / OVER / OUT / UP). Thus, your card will be unique.

PHRASAL VERBS BINGO			

Step 4: Once the bingo cards are ready, it is time to play.

How to play:

Step 1: The teacher call out what says teacher's cards, e.g. call out the verb: "GIVE" and if you have the matching particle for that verb, cross it out on your card, e.g. "UP". You need to use pieces of paper to cover, or a pencil to mark, items on your cards during this game.

Step 2: If you are the first player whose card has four crossed-out words across, down, or diagonally shout BINGO. You are the winner!

Note: The teacher may give your group a teacher's cards set for you to play without her/his direct participation

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APPENDIX

APPENDIX A: Urkund Analysis Result



Urkund Analysis Result

Analysed Document: TESIS DIDNA YUPA CAPITULOS 1 AL 5(1).docx (D40557576)
Submitted: 7/11/2018 7:32:00 PM
Submitted By: yupadiana@gmail.com
Significance: 1 %

Sources included in the report:

<http://doras.dcu.ie/19171/>
<http://www.english-for-students.com/speaking-vocabulary.html>
<https://en.wikipedia.org/wiki/Vocabulary>
<http://cgel.tni.ac.th/2015/upload/files/iclc2012%20of%20Bundit.pdf>

Instances where selected sources appear:

7

APPENDIX B: Observation sheet applied to teachers

TECHNICAL UNIVERSITY OF AMBATO

Observation sheet applied to teachers

OBJECTIVE: To know the way in which the teachers use the complementary material, to promote the development of the vocabulary of the English language, in the students of the 1st Year BGU of Felix A. Granja High School of Simiatug.

OBSERVATION SHEET				
Code:				
Parallel:				
INDICADORES	A	S	N	TOTAL
1. The way to teach vocabulary to students promotes the development of English vocabulary.				
2. The teacher uses other types of material to support the teaching of new target language.				
3. The current material used by the teacher is used to develop English language vocabulary according to level.				
4. There is complementary material available in the high school that generates interest in English language.				
5. The use of complementary material promotes the interest of students to learn the English language.				
Observations:				

Key:
A= always
S= sometimes
N= never

Researcher: Lic. Diana Yupa

Approved by: Lic. Mg. Manuel Xavier Sulca (Thesis Advisor)

APPENDIX C: Answer Key

TECHNICAL UNIVERSITY OF AMBATO

KET TEST

DATE: _____

STUDENT'S NAME: _____

GRADE: _____

Choose the correct answer:

1. Jack's not well I think we should call an _____.

- ambulance
- illness
- accident
- engine

4. Mark _____ a lot of great photos on his holiday.

- took
- put
- had
- did

2. My mother is a very good _____.

- cooking
- cook
- cooker
- cookery

5. Can I have a _____ ticket to Oxford, please, coming back today?

- return
- double
- long
- round

3. Come to my desk and _____ me your book, please.

- get
- bring
- take
- carry

6. You need _____ to make an omelette.

- fish
- eggs
- potatoes
- apples

7. It's cold outside today you should take a _____ with you.

- sock
- scarf
- belt
- glove

12. Could you tell me the _____ to Piccadilly Circus, please?

- way
- road
- path
- street

8. Could you _____ in this form for me, please?

- make
- wrote
- note
- fill

13. Your hair is dirty. You must _____ it tonight.

- wash
- clean
- tidy
- brush

9. They were all _____ so they went to a restaurant.

- angry
- hungry
- thirsty
- fat

14. We're going back home the day after _____ .

- tomorrow
- yesterday
- today
- tonight

10. This maths problem is too _____ for me.

- hard
- noisy
- empty
- heavy

15. Can you help me _____ a new dress for the party?

- try
- choose
- look
- decide

11. Ahmet comes from Egypt so his first language is _____.

- Arabian
- Arabia
- Arabic
- Arab

16. The shortest month of the year is _____ .

- February
- July
- December
- January

17. My father's brother is my _____.

- uncle
- cousin
- nephew
- aunt

18. You must be _____ in the library.

- quiet
- quite
- quietly
- quietness

19. Can I help you _____ your homework?

- make
- work
- do
- turn

20. I'd like to make _____ with the dentist, please.

- a meeting
- a reservation
- an appointment
- booking

21. We had a very good football _____ last night.

- game
- play
- kick
- time

22. Can I have a _____ ticket to Oxford, please, coming back today?

- return
- double
- round
- long

23. There are 24 hours in a _____.

- day
- week
- night
- year

24. When I went through customs, nobody _____ my passport.

- controlled
- checked
- looked
- watched

25. Could you _____ the situation to me again?

- tell
- explain
- talk
- excuse

26. Did you enjoy the _____ from London to Tokyo?

- fly
- flying
- flight
- flew

27. My sister earns 200 _____ a week.

- cash
- dollars
- notes
- money

28. I stopped gardening when the rain started. I didn't want to get _____.

- dry
- warm
- windy
- wet

29. They live on the top floor of a big block of _____.

- rooms
- houses
- homes
- flats

30. I'm _____. I'm late my car broke down.

- wrong
- sorry
- bad
- unhappy

31. Can you _____ Spanish?

- talk
- tell
- say
- speak

32. I'm going to go to bed now. _____! See you in the morning.

- Good evening
- Good morning
- Good night
- Good bye

33. Don't _____ to post my letters for me.

- remember
- forget
- mind
- matter

34. Ahmet comes from Egypt so his first language is _____.

- Arabian
- Arabia
- Arabic
- Arab

35. You must be _____ in the library.

- quiet
- quite
- quietly
- quietness

36. Jorge is Venezuelan and his wife is _____.

- Sweden
- Swedish
- Swedes
- Swede

37. I'd like to work _____ and learn about a different country.

- abroad
- strange
- foreign
- another

42. They were all _____ so they went to a restaurant.

- angry
- thirsty
- fat
- hungry

38. Mark _____ a lot of great photos on his holiday.

- took
- did
- put
- had

43. Joe _____ his bicycle to work every day.

- drives
- goes
- gets
- rides

39. My grandfather _____ me to swim.

- taught
- made
- learnt
- showed

44. Rome is the _____ city of Italy.

- big
- head
- lead
- capital

40. We must _____ the football match on TV this evening.

- look
- see
- listen
- watch

45. Your hair is dirty. You must _____ it tonight.

- clean
- wash
- tidy
- brush

41. I'd like to make _____ with the dentist, please.

- a meeting
- a reservation
- an appointment
- booking

46. The shortest month of the year is _____.

- February
- July
- December
- January

47. For dinner we had _____ and rice.

- cow
- pig
- sheep
- chicken

49. All the children at that School have to _____ a uniform.

- wear
- carry
- put
- use

48. My video recorder isn't _____.
Could you repair it for me?

- making
- doing
- working
- going

50. We're going back home the day after _____.

- tomorrow
- yesterday
- tonight
- today

Retrieved from: https://www.examenglish.com/KET/KET_vocab.htm

APPENDIX D: Pre test

TECHNICAL UNIVERSITY OF AMBATO

KET TEST

DATE: _____

STUDENT'S NAME: _____

GRADE: _____

Choose the correct answer:

1. Jack's not well I think we should call an _____.

- ambulance
- illness
- accident
- engine

4. Mark _____ a lot of great photos on his holiday.

- took
- put
- had
- did

2. My mother is a very good _____.

- cooking
- cook
- cooker
- cookery

5. Can I have a _____ ticket to Oxford, please, coming back today?

- return
- double
- long
- round

3. Come to my desk and _____ me your book, please.

- get
- bring
- take
- carry

6. You need _____ to make an omelette.

- fish
- eggs
- potatoes
- apples

7. It's cold outside today you should take a _____ with you.

- sock
- scarf
- belt
- glove

12. Could you tell me the _____ to Piccadilly Circus, please?

- way
- road
- path
- street

8. Could you _____ in this form for me, please?

- make
- wrote
- note
- fill

13. Your hair is dirty. You must _____ it tonight.

- wash
- clean
- tidy
- brush

9. They were all _____ so they went to a restaurant.

- angry
- hungry
- thirsty
- fat

14. We're going back home the day after _____ .

- tomorrow
- yesterday
- today
- tonight

10. This maths problem is too _____ for me.

- hard
- noisy
- empty
- heavy

15. Can you help me _____ a new dress for the party?

- try
- choose
- look
- decide

11. Ahmet comes from Egypt so his first language is _____.

- Arabian
- Arabia
- Arabic
- Arab

16. The shortest month of the year is _____ .

- February
- July
- December
- January

17. My father's brother is my _____.

- uncle
- cousin
- nephew
- aunt

18. You must be _____ in the library.

- quiet
- quite
- quietly
- quietness

19. Can I help you _____ your homework?

- make
- work
- do
- turn

20. I'd like to make _____ with the dentist, please.

- a meeting
- a reservation
- an appointment
- booking

21. We had a very good football _____ last night.

- game
- play
- kick
- time

22. Can I have a _____ ticket to Oxford, please, coming back today?

- return
- double
- round
- long

23. There are 24 hours in a _____.

- day
- week
- night
- year

24. When I went through customs, nobody _____ my passport.

- controlled
- checked
- looked
- watched

25. Could you _____ the situation to me again?

- tell
- explain
- talk
- excuse

26. Did you enjoy the _____ from London to Tokyo?

- fly
- flying
- flight
- flew

27. My sister earns 200 _____ a week.

- cash
- dollars
- notes
- money

28. I stopped gardening when the rain started. I didn't want to get _____.

- dry
- warm
- windy
- wet

29. They live on the top floor of a big block of _____.

- rooms
- houses
- homes
- flats

30. I'm _____. I'm late my car broke down.

- wrong
- sorry
- bad
- unhappy

31. Can you _____ Spanish?

- talk
- tell
- say
- speak

32. I'm going to go to bed now. _____! See you in the morning.

- Good evening
- Good morning
- Good night
- Good bye

33. Don't _____ to post my letters for me.

- remember
- forget
- mind
- matter

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- Arabian
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35. You must be _____ in the library.

- quiet
- quite
- quietly
- quietness

36. Jorge is Venezuelan and his wife is _____.

- Sweden
- Swedish
- Swedes
- Swede

37. I'd like to work _____ and learn about a different country.

- abroad
- strange
- foreign
- another

42. They were all _____ so they went to a restaurant.

- angry
- thirsty
- fat
- hungry

38. Mark _____ a lot of great photos on his holiday.

- took
- did
- put
- had

43. Joe _____ his bicycle to work every day.

- drives
- goes
- gets
- rides

39. My grandfather _____ me to swim.

- taught
- made
- learnt
- showed

44. Rome is the _____ city of Italy.

- big
- head
- lead
- capital

40. We must _____ the football match on TV this evening.

- look
- see
- listen
- watch

45. Your hair is dirty. You must _____ it tonight.

- clean
- wash
- tidy
- brush

41. I'd like to make _____ with the dentist, please.

- a meeting
- a reservation
- an appointment
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46. The shortest month of the year is _____.

- February
- July
- December
- January

47. For dinner we had _____ and rice.

- cow
- pig
- sheep
- chicken

49. All the children at that School have to _____ a uniform.

- wear
- carry
- put
- use

48. My video recorder isn't _____.
Could you repair it for me?

- making
- doing
- working
- going

50. We're going back home the day after _____.

- tomorrow
- yesterday
- tonight
- today

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APPENDIX E: Post test

TECHNICAL UNIVERSITY OF AMBATO

KET TEST

DATE: _____

STUDENT'S NAME: _____

GRADE: _____

Choose the correct answer:

1. Jack's not well I think we should call an _____.

- ambulance
- illness
- accident
- engine

4. Mark _____ a lot of great photos on his holiday.

- took
- put
- had
- did

2. My mother is a very good _____.

- cooking
- cook
- cooker
- cookery

5. Can I have a _____ ticket to Oxford, please, coming back today?

- return
- double
- long
- round

3. Come to my desk and _____ me your book, please.

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APPENDIX F: Survey authorization

<p><i>Enseñar es dejar huella en la vida de una persona.</i></p> 	 <p>UNIDAD EDUCATIVA "FÉLIX GRANJA"- IB Simiatug- Prov. Bolívar</p> 
	<p>Simiatug, 18 diciembre del 2017</p>
<p><i>Quién aprende de sus caídas, no se ha equivocado.</i> Chamalú</p>	<p>Magister PATRICIO ORTIZ PALACIOS Rector de la Unidad Educativa "Felix Granja" Presente.-</p> <p>De mi consideración:</p> <p>Reciba un cordial saludo a la vez desearle el mejor de los éxitos en beneficio de la educación de la parroquia Simiatug.</p> <p>Por medio del presente solicito a usted la Autorización debida para realizar algunas encuestas que están relacionadas a la elaboración de mi Tesis previa a la obtención de mi Maestría en la enseñanza del Idioma Inglés como lengua Extranjera COHORTE 2016.</p> <p>Seguro de contar con su apoyo, desde ya agradezco de alta consideración y estima.</p> <p>Atentamente,</p>  <p>Lic. Diana Paulina Yupa Chimbo Docente</p> 
	<p>Matto Grosso s/n y Veintimilla colegio_felixgranja2003@yahoo.com Telefax # 032-223115</p>

APPENDIX G: Survey applied to students
TECHNICAL UNIVERSITY OF AMBATO

Interview				
INDICATORS				
1. Do you feel motivated to learn the vocabulary of the English language?	Always	Never	Sometimes	
2. Do you consider that you easily learn the vocabulary you receive in class?	Yes	No	Maybe	
3. In your opinion, is it easier to learn vocabulary with books?	Yes	No	Maybe	
4. Are you attracted by the complementary materials that the teacher uses in the classroom?	Always	Never	Sometimes	
5. How do you consider your level of vocabulary in English?	Good	Bad	Fair	Excellent
6. In your opinion, do your classmates learn vocabulary in English with the current teaching method?	Always	Never	Sometimes	
7. Do you feel motivated to interact with your classmates in class to develop the vocabulary?	Much	Little	Nothing	
8. How satisfied are you with the teaching your teachers give you to improve vocabulary?	Much	Little	Nothing	
9. Do you consider that teachers should implement complementary material to motivate classes and make them more interesting?	Yes	No	Maybe	
10. Do you feel bored in the classes and not interested in the content?	Always	Never	Sometimes	

OBJECTIVE: To know the need that the students of first year of Felix A. Granja High school of Simiatug have, to improve the vocabulary in the English language through the complementary materials.

APPENDIX H: Assessment Rubric

VOCABULARY ACCURACY

CRITERIA	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10
NOUNS Broad, accurate and effective noun use and choice: -Determines the meaning from context -Word order in the sentence	Choose correctly less than 6 nouns	Choose correctly between 7 and 12 nouns	Choose correctly between 13 and 18 nouns	Choose correctly between 19 and 22 nouns	Choose correctly 23 nouns
ADJECTIVES Broad, accurate and effective adjectives use and choice: - Determines the meaning from context - Noun- adjective agreement - Word order in the sentence	Choose correctly less than 3 adjectives	Choose correctly 4 or 5 adjectives	Choose correctly 6 or 7 adjectives	Choose correctly 8 or 9 adjectives	Choose correctly 10 adjectives
VERBS Broad, accurate and effective verbs use and choice: - Determines the meaning from context - Subject-verb agreement - Verb Form - Word order in the sentence	Choose correctly less than 5 verbs	Choose correctly between 6 and 9 verbs	Choose correctly between 10 and 13 verbs	Choose correctly between 14 and 16 verbs	Choose correctly 17 verbs

Comments:

APPENDIX I: Pre test application



APPENDIX J: Post test application

